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ABSTRACT

The document presents an account of project activities that evolved around the development and implementation of career education in Leon County School District, Florida. The purpose of the project was to begin effecting needed educational changes at the K-14 level by developing a comprehensive career education program designed to increase student self-awareness and to develop work attitudes and decision-making skills. Activities in the following areas are reported: (1) program objectives and accomplishments of each resultant program; (2) major activities for: total staff, curriculum, guidance, evaluation, and placement and followup component activities; (3) problems; (4) publicity activities; (5) dissemination activities; (6) data collection and evaluation plans; (7) staff employment and utilization; and (8) staff development activities and inservice programs for project school personnel. The bulk of the document consists of 160 pages of appended materials which include: program models, objectives, and implementation strategies, and samples of objectives and materials from the Fusion of Applied and Intellectual Skills (FAIS) project; counselor's record and guidance activities summary forms; placement and followup model, forms, and data; listing of inservice workshops; correspondence; 32-page listing of resource materials provided to pilot schools with cost data; reporting forms and examples of feedback; and publicity activities. (Author/EC)

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FINAL REPORT

VOLUME I

PROGRAM PERFORMANCE REPORT

PROJECT NO. V361007L
GRANT NO. OEG-0-73-3004

A COMPREHENSIVE VOCATIONAL EDUCATION PROGRAM FOR CAREER DEVELOPMENT IN LEON COUNTY

CONDUCTED UNDER
PART C OF PUBLIC LAW 90-576

JUNE 15, 1973 - JUNE 30, 1975

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FINAL REPORT

Volume I

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Grant No. OEG-0-73-3004

A COMPREHENSIVE VOCATIONAL EDUCATION PROGRAM FOR CAREER DEVELOPMENT IN LEON COUNTY

Conducted Under
Part C of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Bureau of Occupational and Adult Education, U. S. Department of Health, Education, and Welfare. Grantees undertaking such projects under government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official position or policy.

K. M. Eaddy, Chief
Bureau of Research and Evaluation
Division of Vocational, Technical and Adult Education
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Tallahassee, Florida 32304

June 15, 1973 - June 30, 1975

PREFACE

For the past several years, educators have become increasingly aware of the fact that in spite of expansive special programs, school services and monetary investment the needs of the majority of students are not being met. Many leave school without adequate academic achievement or job skills -- many without a career direction. The world of education is not preparing them for the world of work.

The School Board of Leon County recognized this problem and gave high priority to the development and implementation of Career Education in the district schools. The intent was to begin effecting the needed educational changes and thereby, provide every individual throughout the school system with skills essential to attaining a productive future. For this reason, Leon County was extremely fortunate to have been selected as one of the pilot Career Education sites in Florida to receive a grant from the Vocational Division, Florida Department of Education, funded by the Bureau of Occupational and Adult Education, U. S. Department of Health, Education and Welfare.

The project was not designed to encompass all district schools nor did it allow time to develop exemplary programs at all educational levels. Program refinement and district-wide diffusion will take several more years, and adequate funding is not in sight at this time. However, significant changes in curriculum and guidance orientation have evolved and a viable Career Education model that can be transported to most any school setting was developed. The impact of this project is pervasive throughout the pilot schools and community, and the responses - both subtle and direct — have been rewarding to those involved.

Ned B. Lovell
Superintendent
Leon County District Schools

ACKNOWLEDGMENTS

The sucess of a project of this magnitude must be attributed to those participants who worked in a spirit of cooperation characteristic of their professional stature. Their tireless efforts and expertise contributed, beyond requirements and expectation, to the accomplishments of this project and further, to expansion of educational innovation. It is apparent that the changes that were affected will endure and be manifest in the future development of our students.

I would like to acknowledge the innumerable individuals and groups of people who contributed their talent and time on behalf of this project.

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Sealey Elementary School - Mr. Winston Ferrell - Principal
Sullivan Elementary School - Mrs. Nancy Duden - Principal
Timberlane Elementary School - Mr. James Gilchrist - Principal

Project Schools

Cobb Middle School - Mr. Larry Carmichael - Principal
Raa Middle School - Mr. Davis Raker - Principal

Leon High School - Mr. Michael Conley - Principal
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In conclusion, I would like to express my sincere gratitude to the hundreds of our pilot school staff members that "made it happen."

James C. Talley
Project Director

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PART 1 - TEACHER'S GUIDE
PART 2 - STUDENT CAREER UNITS

INTRODUCTION

For many years the Leon County Public school system has provided outstanding secondary and post-secondary vocational-technical and adult education programs designed to prepare youth and adults for successful entry and advancement in a constantly expanding, highly technical world of work. However, a need was recognized to expand these opportunities vertically, to reach all students, K-14 and horizontally, by further developing, implementing, and disseminating the career education concept to increase self-awareness, develop favorable attitudes about the personal, social and economic significance of work and assist each student in acquiring and practicing appropriate career decision-making skills.

To this end, a proposal was submitted by the Vocational Division, Florida Department of Education, to the Bureau of Occupational and Adult Education, U. S. Office of Education. The Leon District Career Education Project was funded with a grant of $281,660 which was part of the $9,000,000 in discretionary funds allocated to individual states for the development of Career Education mini-models. The funds were directed to Leon County by the Florida Department of Education through the office of Dr. Kenneth Eaddy, Bureau Chief, Vocational Research and Evaluation.

The total population of Leon County, as estimated by the 1970 U. S. Census and the Tallahassee Chamber of Commerce, was approximately 115,000. A substantial proportion — 60 percent — was included in the middle and lower income group. Minority groups comprised 26 percent of the total population; however, approximately 39 percent of the school population represented those groups.

The Florida State Employment Service estimated that approximately 60 percent of the total work force of 56,000 was employed in government and wholesale and retail trade occupations. Other occupational areas important to the economy of Leon County included services, manufacturing, construction, transportation and finance.

The school district of Leon County enrolled approximately 22,000 students in grades K-14 in 30 schools. Institutions of higher learning in the area include Tallahassee Community College, Florida State University and Florida A and M University. The schools selected to participate in this project included five elementary schools, two middle schools, one senior high school, one post-secondary area vocational-technical school and the community college. The elementary schools were feeder schools for the selected middle schools which, in turn, fed into the high school; from high school, the students could go on to the area vocational-technical school or the community college for occupational training. Approximately 7,000 students and 400 staff members were involved in the project

The project staff included the director, two curriculum specialists, the vocational counselor specialist, the coordinator of guidance and evaluation, the coordinator of placement and follow-up, two secretaries, two clerk typists, and an off-set press operator. In accordance with the original project proposal -- the last of five funded in Florida -- project staff members were charged with the responsibility of planning, developing, implementing, monitoring and evaluating an exemplary K-14 program incorporating models and materials developed by the other federally-funded state projects initiated prior to this project. Responsibilities were assigned in accordance with seven identified components including (1) Elementary Level, Grades K-5, (2) Middle School Level, Grades 6-8, (3) Secondary/Post-Secondary Level, Grades 9-14, (4) Guidance and Counseling, (5) Placement and Follow-up, (6) Inservice, (7) School-Community Involvement and (8) Evaluation.

The project was initiated June 1973 and was federally funded from that time to December 1974 — a period of one and one-half years. However, a six-month extension without additional funding was granted to provide a full implementation year, thus terminating the project June 30, 1975. In addition to the federal grant, the project was supplemented by state funds allocated by the Florida Legislature in July 1973 and 1974. These annually renewed funds enabled the project to continue through June 1975.

This report is an account of the activities that afforded the development and implementation of Career Education to Leon County.

7.0 ACCOMPLISHMENTS

7.1 PROGRAM OBJECTIVES

The purpose of this project was to begin effecting needed educational changes in Leon District schools by developing, implementing, evaluating and disseminating a comprehensive career education program to increase student self-awareness, develop favorable attitudes about the personal, social and economic significance of work, and assist each student in developing and practicing appropriate career decision-making skills.

The program goals provided for the following education opportunities:

a. Increased student self-awareness of personal abilities and skills in the perspective of work values and job options.

b. Career exposure, motivation, orientation and meaningful exploratory experiences to assist students in formulating realistic occupational goals and to enable them to better relate to the need and purpose of general/academic studies.

c. Job preparation and retraining in a wide variety of occupational areas geared to current and projected manpower needs and job performance requirements.

d. Student placement in either a job or advanced level occupational training or baccalaureate program.

The broadly stated program objectives that were formulated in accordance with the program goals include the following:

a. Developing an elementary program for grades K-5 to increase self-awareness and career awareness of students and to provide the skills necessary to relate self-concept to the broad range of options open to them in the world of work.

b. Developing programs for the middle school level, grades 6-8, to provide career orientation and meaningful exploratory experiences in the 15 occupational clusters as they relate to the students' expanding self-awareness.

7.1 PROGRAM OBJECTIVES (continued)

c. Developing programs for grade levels 9-14, that extend in-depth career exploration and job preparation experiences, including the utilization of work experiences and cooperative education opportunities; the experiences would provide skills necessary for success in an occupation or subsequent educational program.

d. Continuing and expanding counseling and guidance services to students at all grade levels.

e. Planning and providing placement through coordinated efforts of the placement component personnel of the Career Education Center, counselors, occupational specialists, teachers and cooperating agencies.

f. Planning, providing and conducting follow-up studies and providing feedback of pertinent information to the school system for development of plans to meet present and future needs of students.

g. Providing in-service programs in the areas of orientation, planning and implementation of Career Education for teachers, administrators and supportive staff.

h. Developing a program of school-community involvement to provide continuing educational services to all people.

7.2 ACCOMPLISHMENTS TO DATE

CURRICULUM COMPONENT

In keeping with the project goals, the project staff developed a well-defined transportable Career Education scope and sequence, designed to reach all students in all subject areas and at all grade levels, K-14 and incorporating project models and materials developed by prior projects.

The framework selected for the design of the model and formulation of objectives consisted of the eight elements of Career Education as defined by the Comprehensive Career Education Model (CCEM) developed by Ohio State University. This model is the only one that approximates national acceptance and provides eight broad avenues to reach the expected outcomes with a great deal of diversity and flexibility.

Appropriate elements were selected for emphasis at each educational level, and the models, objectives and implementation strategies were developed accordingly. (Refer to Appendix A for examples.)

Implementation began September 1974 in nine pilot schools--five elementary, two middle, one high school and the area vocational-technical school. Concurrently, the program was monitored, evaluated and refined. Descriptions of resultant programs and products follow:

Resultant Elementary Program

In accordance with the original program objectives and developmental needs of elementary children, the elements emphasized at this level include Career Awareness, Self Awareness and Values Clarification; the implementation strategy was fusion of the elements into the existing curriculum.

As previously stated, it was the responsibility of the staff to utilize existing Career Education models, activities and materials rather than to duplicate prior efforts. After extensive research of available resources, the staff, in conjunction with school personnel, selected the program "The Valuing Approach to Career Education", as the core of the Career Education of curriculum. The program was developed by the federally-funded FAIS (Fusion of Applied and Intellectual Skills) project at P. K. Yonge Lab School, University of Florida and is now published by Educational Achievement Corporation, Waco, Texas.

Program objectives, activities and materials are provided to develop the four "valuing skills," twelve "thinking skills" and ten "work concepts" defined in the program. (Refer to Appendix A, for detailed examples.) Activities in Self Awareness and Values Clarification permeate the program in a well-sequenced K-5th grade continuum, thus providing the affective learning experiences that many traditional programs minimize. Cognitive skills also pervade the continuum through specific activities addressing the thinking skills and through application of thinking skills and valuing skills to decision-making and problem-solving activities. Further, the use of basic skills, particularly in the areas of social studies, language arts and communications is an integral part of the total program.

Because the thrust of the program is primarily affective, Career Awareness and psychomotor activities have been identified to supplement the core program. Career Awareness is developed through study of selected, sequenced occupations--averaging four per grade level, K-5. Materials provided include career units produced by Florida's Project LOOM, (Learner-Oriented Occupational Materials), a federally-funded project--formerly at Florida State University--which produced materials emphasizing activity-based Career Awareness.

The LOOM units are the primary source of psychomotor activities in the program and have been distributed to all pilot schools. Additionally, total faculties of the pilot schools have been trained in the use of the units and "hands-on" activities through LOOM workshops conducted by the staff and consultants. Required materials such as hand tools, cooking appliances, art and musical materials, etc., were provided where unavailable.

The guidance component personnel participated in all curriculum planning as well as working exclusively with guidance counselors and counselor interns in the pilot schools. As a result, the schools' guidance programs were expanded to reach more students through group activities and to plan with teachers for classroom guidance activities. This assistance is particularly essential to implementation of an affectively-oriented program in a classroom setting.

Resultant Middle School Program

In an effort to find a direction for the two project middle schools' Career Education Program, a workshop was conducted to allow participants to review a variety of objectives, activities, materials and implementation strategies. Consequently, the FAIS project activities and materials for grades 6-8 were selected as the core of the middle school program.

School personnel found that the program addressed those Career Education elements that met existing needs, that the objectives and materials could be incorporated into the on-going curriculum and that it would assure articulation with the K-5 program.

The concepts and skills developed by the FAIS middle school program are the same as those in the elementary program but are adapted to and reinforced at this level. (Re: Appendix A) Since they correlate best with the social studies and language arts areas, activities were identified in the other content areas to complement the FAIS approach. These include the following:

--The math area is relating the basic math skills to the world of work by utilizing a series of state adopted math/employment texts in grades 6-8.

--Science department representatives participated in summer workshops to develop teacher's guides relating the exploration of selected occupations/careers to the existing science continuum. The guides are presently in use. (Excerpts are included in December 1974, Quarterly Report)

--Occupations/careers were selected by all departments at each grade level for in-depth exploration. Materials provided for this purpose include, Orange, Dade, Broward and Pinellas County Career units, LOOM units and filmstrips, commercial materials, hand tools, audio-visuals, etc. (Total middle school faculties attended LOOM workshops, also)

--The pre-vocational program was expanded to include Diversified Education and Business Education along with Industrial Arts and Home Economics. The Florida Department of Education curriculum guides are being utilized to implement the programs, along with commercial materials.

Guidance counselors attended all in-service and participated in the curriculum planning to help build supportive guidance services into the program.

They expanded their program by identifying objectives, activities and resources that would supplement the curriculum, particularly the FAIS segment.

The program described above was reviewed by the SACS (Southern Association of Colleges and Schools) accreditation committees at both middle schools and was highly commended by them. (Refer to "Final Evaluation" for documentation) It has been successfully and enthusiastically implemented by a large percentage of the faculties and can be demonstrated. However, increased involvement and feedback will be pursued in order to better evaluate and refine the program before diffusion.

Resultant High School Program

Project staff and school personnel recognized the need to develop all eight elements at the high school level, since the students had no previous background in Career Education, per se. Nine student objectives based on the eight elements were defined and each teacher selected those objectives that could best be met in his/her course. Activities and required resources were identified for each objective and implementation began during the 1974-75 school year. The program has been described in the publication, "Leon High School Career Education Plan Book." (Excerpts are included in March 1975, Quarterly Report)

The two elements particularly emphasized at this level are Employability Skills and Job Preparation because of their relevance to upper-grade students. Both are delivered through related classroom activities and specific courses; individual and group guidance activities afford additional assistance to students.

Because most traditionally academic courses are not designed to include career concepts, summer workshops were held to develop curriculum materials that fused the two. Student and teacher guides were written in the areas of Basic Biology, BSCS Biology, ISCS Science, Spanish and German. Through these materials students learn of the many careers related to these academic courses and of the academic skills required to pursue them.

The foreign language materials are especially unique and innovative because they fuse the teaching of target language culture, vocabulary and syntax with selected units related to five occupational clusters, i.e., "In The Doctor's Office," "In The Post Office," "In The Department Store," "In the Restaurant," etc. The model is highly transportable, has been completed in German and Spanish and will be developed in French.

Resultant Area Vocational-Technical School Program

Direction for initiating the area vocational-technical school program in Career Education was established through an orientation meeting with the department heads, and through conferences with the administration, small groups and individual teachers. The assistant director appointed a committee to determine objectives and to begin designing a scope and sequence of activities. In addition, a workshop was conducted to develop a transportable Career Education model for integrating guidance activities, employability skills and the compensatory skills of mathematics and language arts with a vocational career program. The model was completed and is now being implemented in various vocational programs. (The model appeared in the June 1974, Quarterly Report.)

Resultant Materials

Several of these materials were referred to in the preceding program description. Because of the voluminous content, a complete listing with brief description is included here and the major curriculum materials developed in the areas of science and foreign languages have been included in Volumes II, III, and IV, of this report. Excerpts from all others have appeared in the seven Quarterly Reports that have been submitted from September 1973 through March 1975, as indicated below:

Elementary Level

--"Elementary Career Education Program: Leon District Schools"
(June 1974, Quarterly Report)

Middle School Level

--"Career Education: Cobb and Raa Middle Schools"
(Description of Middle School Program)
(December 1974, Quarterly Report)

--"Implementation of Career Education Elements in the Middle School Science Curriculum - Cobb Middle School"
(Refer to Volume II, Part 1)

--"Career Education Syllabus for Raa Middle School Science Teachers"
(Refer to Volume II, Part 2)

(Teacher guides relating the exploration of selected occupations/careers to the existing science continuum.)

High School Level

--"Leon High School Career Education Plan Book"
(A description of the High School Program)
(March 1975, Quarterly Report)

High School Level (continued)

—"Career Guide for Science: Course Correlation, Intermediate Science Curriculum Study (ISCS Science)
(Refer to Volume II, Part 3)

—"Career Guide for Biology: Textbook Correlation, The Earth, It's Living Things."
(Refer to Volume II, Part 4)

—"Career Guide for Biology: Textbook Correlation, High School Biology, BSCS, Green Version."
(Refer to Volume II, Part 5)

(Teacher guides and individualized student guides fusing Career Education elements with the academic science courses.)

—"Career Guide for Foreign Languages: German I-IV"
(Refer to Volume III, Part 1)

—"Career Guide for Foreign Languages: Spanish I-IV"
(Refer to Volume IV, Part 2)

(Teacher guides and individualized student guides fusing the teaching of target language culture, vocabulary and syntax with selected occupations in five occupational clusters.)

Lively Vocational-Technical School

—"Transportable Career Education Model Formats Relating Compensatory Skills, Guidance Activities and Employability Skills to Career Programs"
(June 1974, Quarterly Report)

(A model for integrating guidance activities, employability skills, and the compensatory skills of mathematics and language arts with a vocational career program -- re Child Care.)

GUIDANCE COMPONENT

Resultant Program

The goals and objectives of the guidance component called for an expansion of guidance and small group activities to reach more students and to provide a developmental — rather than crisis-oriented -- Career Education program for all students.

To this end, the counselors developed the 1974-75 scope and sequence of program objectives (K-14) with suggested activities for implementation, specific activities and resources. This continuum provided a developmental program of interpersonal skills, values clarification and career planning for all students. (Re: March and June 1974, Quarterly Reports)

The guidance program evolved as an integral part of the total program, emphasizing Self-Awareness and Values Clarification at all levels and, in addition, addressed classroom activities in Career Awareness. In order to accomplish this task, the guidance and curriculum personnel worked in concert on all aspects of program planning and selection of resource materials. (This working relationship is reflected in the description of the curriculum component's accomplishments.)

The counselor's activities included classroom guidance, small group counseling, individual counseling, parent conferences, consulting with teachers and coordinating all pupil personnel services in the schools. As previously mentioned, they were particularly effective in facilitating the implementation of the affectively-oriented FAIS program.

The on-going secondary guidance programs were redirected to reach more students and to afford assistance to teachers in conducting classroom guidance activities.

The occupational specialists also worked closely with teachers in providing occupational information to individuals and groups, in scheduling resource persons for classrooms and in arranging and conducting field trips. They were also responsible for planning and conducting mini-courses in Employability Skills for graduating high school students.

The program at the Area Vocational-Technical School is now reaching more students through their newly-developed Employability Skills program which emphasizes human relations activities. It also includes the evaluation of students' interests and abilities prior to their selecting a vocational program to pursue.

Resultant Materials

--Elementary Counselor's "Time-Use Record" - (Re: Appendix B)
—"Guidance Activities Summary" - (Re: Appendix B)
--"Fun Things To Do" - (A collection of group activities for elementary students)

Secondary Level

—"Teacher's Handbook for Guidance Services" - (Orientation to guidance services and resources available to teachers)
—"A Source Book of High School Guidance Activities" - (A collection of group activities to be used by counselors or teachers)

(Excerpts included in September 1974, Quarterly Report)

EVALUATION COMPONENT

One facet of the final project evaluation was to deal with program "processes" which include the planning and development of program models, objectives, and implementation strategies, provision of in-service education, preparation of unavailable instructional materials, the designing of curricula, guidance services, placement and follow-up services and the development of a program of school-community involvement.

To assess the process development and implementation of the program, information was collected through reports from teachers, observations by curriculum personnel and principals, and questionnaires on teacher activities and implementation efforts.

To evaluate student outcomes of the program, samples from project and non-project schools were involved in a test-retest evaluation design to determine whether or not students in the Career Education program as compared to students in traditional education programs made significant gains in achieving anticipated student Career Education outcomes. Generally, the following hypotheses for product evaluation were tested:

Students in Career Education schools

1. develop greated perceptivity of self—individual interests, aptitudes, achievements and values.
2. acquire more knowledge/skills related to careers through expanded guidance services and classroom activities.
3. relate abilities, interests, achievements, personal values and the influence of others' values to career interests/choices.
4. develop decision-making skills that enable an individual to explore alternatives necessary in determining a career direction.
5. develop employability skills which enable the student to obtain and maintain employment.
6. identify the relationship between academic subjects and career opportunities/preparation.

These hypotheses were further adapted and stated relative to the three educational levels — Grades K-5, 6-8, and 9-14.

The following instruments were used to collect data in project and matching non-project schools. The tests were used in the first phase of a test-retest evaluation program initiated in January 1975.

GRADES	INSTRUMENTS
K	"Teacher's Observation Scale of Student Behaviors"
1-2	"Teacher's Observation Scale of Student Behaviors" "WIS_M Level I"
3-5	"Teacher's Observation Scale of Student Behaviors" "WIS_M Level II"
6	"Career Awareness Inventory" (Scholastic Testing Service)

7-8	"A Measure of Career Information, Attitudes and Concepts" (FAIS Project - U. of F.)
9 and 11	"Assessment of Career Development" (Houghton-Mifflin Co.)
10 and 12	"Career Maturity Inventory" (CTB/McGraw Hill)
Voc. School (DE and Child Care Dept.)	"Assessment of Career Development" (Houghton-Mifflin Co.)

The "Teacher's Observation Scale of Student Behaviors" was developed by the Leon County Career Education project guidance coordinator/evaluator, the vocational counselor and a consultant from Florida State University. The "WIS_M" was adapted to project needs from the FSU Career Education Project. "A Measure of Career Information, Attitudes and Concepts" is the instrument used to evaluate the middle school FAIS program. The instruments 9-12 were selected because they had sub-tests which the U. S. Office of Career Education, Department of Health, Education and Welfare had evaluated and recommended to measure objectives which were a part of this program.

The effectiveness of the described instruments will be assessed and needed changes recommended before utilization in diffusion of the program.

Evaluation of the total project -- including project management and processes -- is being accomplished by University of West Florida personnel through funds provided by the VTAE Division, Florida Department of Education.

The evaluation will be completed by August 1975 and submitted in addition to the Final Report.

PLACEMENT AND FOLLOW-UP COMPONENT

Resultant Program

A school-based plan and model were developed and adopted by the Superintendent and School Board of Leon County to offer placement assistance to all school leavers -- graduates and drop-outs -- from the district schools. Included in the model were provisions whereby annual follow-up studies of all school leavers would be made to determine the adequacy and effectiveness of program goals, objectives, and job-skill preparatory programs. These follow-up studies should, also, help determine the effectiveness of placement services. (See Appendix C for examples of placement and follow-up model, flow chart of placement and follow-up services, forms and records used in collecting placement data, instrument to be used for collecting information for the annual follow-up study, and a tabulation of placement data collected during the planning and implementation phases.)

The school year of 1973-1974 encompassed the planning phase, and the school year 1974-1975 comprised the implementation phase. At the present time placement assistance is available in all the high schools and the Area Vocational-Technical School in the district and the responsibility for this function has been assigned by the Superintendent to the District Director of Pupil Personnel Services. Supervisory responsibilities have been assigned to a new position, Coordinator for Career Counseling and Guidance, by the Director of Pupil Personnel Services.

IN-SERVICE COMPONENT

Approximately eighteen series of workshops were conducted for over 600 participants. The purposes of the workshops included the following:

- —Orientation to Career Education concepts and to the Leon District project.
- --Planning programs and implementation strategies at each level.
- --Reviewing and selecting resource materials.
- --Individualized training in the use of program activities and materials.
- --Developing curriculum materials in areas of unavailability.
- --Evaluating and revising of piloted programs for continued implementation and diffusion.

These workshops are described in more detail in Section 15, "Staff Development," and are itemized in Appendix D.

SCHOOL-COMMUNITY INVOLVEMENT

The Leon District Project was extremely fortunate to have the energetic support of a previously-established, highly-systematized service group, the Leon School Volunteers (LSV's). This organization of parents and other community representatives contributes its time, talents and energies to assist, supplement and enrich educational experiences of students, K-12, through serving as and enlisting innumerable career consultants and providing assistance to teachers and students.

The elementary schools used the service of LSV more extensively than the middle and senior high schools because each secondary school was provided an occupational specialist to assist teachers in planning and conducting field trips, obtaining resource speakers and providing occupational and career information. Hundreds of these activities were conducted through their efforts. (Summary data will be included in the "Final Evaluation")

As mentioned above, the LSV and the occupational specialists' programs were on-going when the Career Education project began. Thus, developing a means of providing project schools with this service was unnecessary and would have been a duplication of effort in the community; however, the Career Education project worked cooperatively with both groups in the expansion of their program.

In addition to the on-going activities identified above, specific events included the following:

- —The project high school held its annual "Career Day", March 1974 and November 1974, and the project staff assisted in this activity. All students and teachers were involved.

- —With the Florida Employment Service, Placement and Follow-up component of the project developed a system for providing employment services to school leavers.

- —The project staff met with the Chamber of Commerce on three occasions to establish an advisory committee. Committee members were chosen and a chairman appointed; however, the committee met only one time and did not function. Our efforts in this endeavor met with little success.

At this time of termination of the pilot project, the project staff, administrative staff supervisors and school personnel feel that the elementary program is ready for diffusion to additional schools and that the middle and high school programs require more teacher-involvement and feed-back before refinement for diffusion can be effectively accomplished.

The elementary program was selected for immediate diffusion because it has emerged as a unique, demonstrable, highly acceptable, and much needed contribution to the existing district curriculum. It requires a minimum of in-service and resource materials, can be easily transported and adapted to any school setting and is designed and implemented to meet the needs of all students—including gifted, minority, low income, male and female—grades K-5, in the five pilot schools.

A plan has been designed to transport the model to all district schools over a three-year period. The plan will be included in the district comprehensive plan, since Career Education has the commitment of the administration and school board and has been identified as one of three top educational priorities. However, because of the economic situation and reduction of state and federal funding, realization of the ultimate goal is questionable. Further refinement and diffusion of the program will continue but will be hampered because of the constraints of funding and personnel and the lack of long-range direction.

7.3 SIGNIFICANT FINDINGS AND EVENTS

Most of the significant findings reflected favorable progress of and response to the Career Education project. It was evident that the educational sector and total community were supportive of the project and that the project assisted the district in meeting the educational needs of students. Some findings and events are listed below:

—The project was reinforced by a state grant of $58,500 as the district allocation of the funds legislated in 1973 for Career Education projects.

—Support of the Career Education Project was demonstrated by the district administration by the following:

a. Providing adequate housing for the project.

b. Redecorating the building.

c. Purchasing additional furniture and equipment.

d. Approving the use of state VTAE funds for the acquisition of the automated off-set printing equipment.

The automated off-set printing equipment provided by state C.E. funds has enabled the reproduction and dissemination of thousands of pages of Career Education materials and has further been made available to the total Leon District, resulting in savings of $5,000.00 to the district.

—At the February 14, 1974 meeting of the district instructional staff program priorities were identified and recorded. Career Education was identified as the second of three priorities.

—The Leon District Career Education Project has gained statewide (and to some extent, out-of-state) recognition, as evidenced by the innumerable requests received for consultative services, assistance with in-service programs, program descriptions and implementation plans and visits by personnel from several district projects. (Re: Appendix E.)

The primary attributes of the program, particularly the K-8 segment are that the program will be implemented on a school-wide basis in the project schools, that almost all teachers will be involved and that all children will be reached.

--Several non-project schools have requested and received assistance in planning their Career Education programs and in selecting and obtaining materials.

—Two members of the Leon District Career Education Project staff were named as Career Education consultants to the USOE and were invited to attend summer mini-conferences on Career Education in Washington, D.C., June 1974.

—As previously mentioned, the middle school Career Education program was highly commended by the SACS (Southern Association of Colleges and Schools) evaluation "...for developing Career Education concepts in a broad-based curriculum design."

—The new elementary guidance program introduced in the project schools was cited in a district-wide Pupil Personnel Services' evaluation. It was described as an outstanding program which has become a valuable supportive service to the classroom teacher. The time-use system (Re: Appendix B) was cited as an effective vehicle for an on-going evaluation and the bi-monthly meetings were identified as a significant factor in the development and direction of the district elementary program.

The time-use system will be adapted to a computerized system for all PPS personnel in the district.

—The developmental focus for guidance, using many group activities, is more effective and reaches more students than a one-to-one, crisis-oriented program. Data collected for the high school's end-of-school report to parents revealed that 76 per cent of students said they had been helped by the guidance department. The focus of guidance in the Career Education pilot schools has brought significant change to the district guidance program.

—Elementary Career Education programs that emphasize affective learning will meet with little success without the services of a guidance counselor. Most elementary schools do not have a guidance counselor. Our Career Education program "The Valuing Approach to Career Education" would have been difficult to implement had no guidance counselor been provided.

—Indications at the present time are that resistance to the accountability factors that placement services and follow-up studies can provide will continue on the part of occupational placement specialists, school counselors, teachers, and some administrators at all levels. This resistance to accountability may be due in part to the credibility of the person charged with developing the placement and follow-up system, to the credibility of the data the system provides, to the newness of the concept, to the requirement that accurate records be kept, to austerity brought about by recent economic conditions, to local politics, and to the implied "threat" factor of the term, "accountability."

—The identification and assignment of responsibilities and delegation of authority commensurate with those responsibilities seems to be an "either-or" situation. This is to say that if a school district wants a school-based placement and follow-up system then authority and responsibility to organize, administer and monitor should fall to the school administrator to see these services are provided with minimal supervision and direction provided at the district level. On the other hand, if it is felt that the school administrator already has enough responsibilities, then the authority and responsibility should fall at the district level. In either case, sufficient personnel and financial support must be provided in order to accomplish the task. In a district the size of Leon County, it appears that a placement and follow-up system operating at the district level would require less personnel and consequently would be less expensive, if these services were to be offered only to individuals as they exit the school system; but if in-school youth are to receive part-time job placement assistance also, then the school-based model would seem more feasible.

—In a school-based model it appears that the major efforts of occupational placement specialists will continue to be directed toward drop-out prevention and drop-out recovery rather than to the individual no longer interested in returning to a formal educational setting.

The monthly reports from project schools reflected a high degree of enthusiasm toward project activities and materials, as indicated below:

--District-level and pilot school personnel have stated that Career Education has evolved as an excellent vehicle and/or opportunity for effecting desired curriculum change.

--New administrators in pilot schools, district comprehensive planning in line with recent legislation and the Department of Education position paper on Career Education enhanced interest and participation in the Career Education movement.

In line with above, the project high school made Career Education the focus of its five-year comprehensive plan and project personnel were included on their comprehensive planning committee.

—Most project participants have stated that Career Education concepts are essential in the total educational process.

--Most participants in the K-8 program, which focuses on affective elements of Career Education, have stated that there is a definite need for this approach and that the program activities and materials made an important contribution to their classroom teaching.

—Career Education programs moved with greatest dispatch in project schools that had dedicated contact persons. It has been found that the efforts of persons such as the elementary curriculum coordinators are invaluable to the progress of a new program.

—Reports from principals and teachers indicated the elementary counseling program had a very positive effect on the students and was an essential part of the Career Education program.

—There was a great deal more involvement in Career Education activities than was reported by participants. It is estimated that 95% of the elementary teachers and 75% of the secondary teachers utilized Career Education activities and/or resources in their programs. More involvement occurred in the primary grades (K-2) than at any other level.

Additional significant findings will be presented in the documented comments of the project participants and in data collected for the project evaluation. (Re: "Final Evaluation")

8 MAJOR ACTIVITIES AND EVENTS

TOTAL STAFF

During the initial phase of the project, many activities were directed toward orientation of all administrative, project school and staff personnel, toward program planning and toward review and selection of resource materials. Several of the major activities are described below:

--The Administrative Workshop for Career Education was conducted June 18 to June 22, 1973, for district supervisors, administrators and special service personnel from project schools and Career Education project staff. The objectives of the workshop included orientation of personnel, identification of major goals of the project and formulation of plans for an in-service workshop for teachers in August. The curriculum-evaluation coordinator from the Broward Career Education project served as the consultant to assist the participants in identifying project objectives.

--The Orientation and Planning Workshop was planned and conducted by the Career Education project staff for participants from project schools. The planning included the following:

a. Preparation of objectives, activities, informational hand-outs, instructional materials and data-gathering instruments.

b. Collection and display of materials.

c. Contact of 286 community leaders for involvement in the project.

d. Preparation of press releases and scheduling of television appearances.

e. Securing of consultants and speakers for the workshop. These included personnel from other state Career Education projects, Florida Department of Education, local community college and universities, legislative representatives and district school board members, administrators and supervisors.

The workshop was conducted August 8 through August 22, for the principals, curriculum coordinators, guidance counselors and interns, teachers and occupational specialists from participating schools. These included fifty-two from the five elementary schools, eighteen from the high school, thirty from the middle schools and five from the area vocational/technical school. Seven teachers from non-project schools also attended.

--The Career Education project staff visited Career Education projects in Florida to identify promising approaches to program development and techniques and materials for program implementation. Five members of the staff spent three days with project staffs in Orange, Brevard, Alachua and Pinellas Counties. The directors, curriculum coordinators and/or guidance coordinators from each project provided extensive information and materials, including original curriculum and guidance materials, information on FAIS, COST and CAB systems.

--Meetings were held with resource people from Florida Department of Education, Leon District Career Education Steering Committee, the local community college and university personnel. The purposes of these meetings included organizational planning of project and staff development.

--An extensive review and selection of guidance and curriculum materials and professional literature was initiated. These included materials from other Career Education projects throughout the country, commercially prepared A-V materials and texts, Florida Department of Education resource guides, and FERIC materials.

--Project vocational counselor visited Panhandle Area Educational Cooperative, Chipley, Florida, to review current practices and materials in Project VIEW (Vital Information for Education and Work) which will be used in the placement component of the Career Education project.

CURRICULUM COMPONENT ACTIVITIES

Planning Phase - (July 1973 - June 1974)

During the planning phase of the project, the curriculum component personnel's major activities were directed toward planning the K-14 program and implementation strategies. In accordance with the project objectives, curriculum models, specific objectives, activities, implementation strategies and required resource materials were developed and/or identified. The process utilized for program planning is briefly described below:

--Project personnel conducted extensive in-service for elementary, middle and high school administrators, curriculum coordinators, guidance personnel, occupational specialists, department heads and faculty members to plan the K-5, 6-8 and 9-14 programs.

--Program designs, objectives, activities and resources were identified at each educational level.

--Additional meetings were held with personnel within and across educational levels to articulate the program and define a K-12 scope and sequence.

--Objectives, activities and materials were, again, carefully selected for each level to avoid repetition and duplication of effort and expenditures.

--All project school curriculum personnel were given a description of the total program to facilitate and assure articulation.

—Required materials were provided for total program implementation.

A summary description of the resultant program and products was presented in Section 7 of this report, and examples of the models and objectives of the K-14 continuum are included in Appendix A. All in-service programs are described in Section 15.

As mentioned above, a great segment of time was devoted to the review, selection, purchase, reproduction, circulation, dissemination, and demonstration of materials. Activities included review and purchase of the FAIS materials for all project elementary and middle schools, the printing and distribution of LOOM units to all district elementary and middle schools, the purchase of A-V (audio-visual) and printed materials for each educational level, the reproduction and dissemination of hundreds of units developed by other projects, (particularly the low reading/high interest level materials from Dade County and Orange County career units) and the selection and purchase of employment-related math materials for the middle and high schools.

All curriculum materials developed by project school teachers were described in Section 7 and itemized summaries of materials provided to each project school are included in Appendix F.

Implementation Phase - (September 1974 - June 1975)

Because of the constraints of project teachers' work load at the end of the planning phase, September 1973 - June 1974, the inaccessibility of teachers and administrators during the summer and the teacher turnover in the fall, it was found that additional time was needed for planning implementation strategies through the first four months of the 1974-75 school year.

The curriculum component personnel spent the greatest percentage of that initial implementation phase meeting with project school administrators, curriculum coordinators and faculties to further develop segments of the program, to provide additional curriculum materials required for implementation of other segments and to begin implementing the finalized segments:

—Innumerable meetings were held with project school curriculum coordinators, curriculum principals, occupational specialists, guidance personnel and teachers to assist them with their implementation responsibilities.

—Additional workshops were conducted for total project elementary school faculties to review the FAIS program and materials and to aid them in fusing them into their existing curriculum. (Re: Section 15.)

—All required FAIS materials were compiled, reproduced and distributed to project elementary and middle schools, (a total of 85,000 pages), and all purchased materials ordered during the summer were received, logged and distributed to the pilot schools.

—BSCS Biology, Basic Biology and ISCS Science Career Guides which were developed during summer workshops were edited, reproduced and distributed to Leon High School science teachers. (These amounted to 400 copies.) Sixty middle school Science/Career Education curriculum guides were edited, reproduced and distributed to Cobb and Raa Middle School science teachers who developed them in summer workshops.

—A reporting system was established with the project schools to gather information on Career Education classroom activities. All schools reported Career Education activities to date. (Re: Appendix G for samples of reporting forms and feed-back.)

Upon completion of these activities teachers were better equipped to begin program implementation.

Since several personnel changes were made as of December 15, 1974, a transitional period was devoted to re-defining job descriptions, identifying tasks to be accomplished during the remaining fiscal year and re-assigning responsibilities accordingly.

In addition to the personnel changes mentioned above, the federal portion of the project was to terminate December 15, 1974. However, the project was granted a six-month extension without additional funds to provide for one full year of implementation and additional time to amend the budget, complete the project evaluation and submit the final report.

Personnel changes included the following:

—The academic curriculum specialist worked with secondary curriculum, primarily, and the guidance/evaluation coordinator worked with the elementary curriculum and evaluation. (The vocational counselor assisted with the project evaluation.) These changes occurred because the project vocational curriculum specialist left the project and is now a member of the Lively Vo-Tech staff. Further, the project guidance program goals and objectives had been defined and fused into the on-going district guidance program which is the responsibility of the Director of Pupil Personnel Service.

Subsequent to these personnel changes, the curriculum component personnel reported the activities below:

—Met with curriculum coordinators and principals of all project schools to communicate new roles and discuss progress of the Career Education program.

—Compiled Leon High School Career Education Plan Book, which includes a description of the high school program, individual teacher's Career Education lesson plans, and a summary of costs of the high school program.

—Completed editing, publishing and distributing 350 copies of Leon High School "Foreign Language/Career Education" teacher guides and student units written by the teachers in the foreign language department in German and Spanish. (Re: Section 7 for description.)

—Completed summarizing program-cost data for each project school. These included costs of all resource materials and in-service.

—Monitored progress of implementation through conferences with school administrators and contact persons (guidance counselors and occupational specialists) and through periodic reports from classroom teachers.

—Conferred, individually, with selected representatives in the project middle and high schools to summarize activities, evaluate progress and plan follow-up activities.

—Conducted workshops for selected middle-school representatives to evaluate program and implementation plan, to make revisions where necessary and to identify needs for additional in-service.

—Distributed teachers' check list to all project school participants to summarize activities and evaluate resource materials purchased with project funds. (Re: "Final Evaluation".)

GUIDANCE COMPONENT ACTIVITIES

During the planning phase of the project, guidance programs, objectives, activities and implementation strategies were developed and required resource materials identified and purchased. (Refer to Appendix F for listing.)

—The Coordinator of Guidance had individual conferences with new counselors in project elementary schools to orient them to the program, clarify their roles and differentiate the roles of curriculum coordinators and counselors.

—Since this was a new program for elementary schools, bi-weekly meetings of elementary counselors and interns were held for program planning.

—Time-Use Record and Activities Summary forms were developed and used for on-going evaluation of the program. (The forms are included in Appendix B.)

—Counselors at all levels participated with classroom teachers in all workshops.

—The middle school counselors used the four basic goals of the State model for middle school guidance to develop student outcomes which would result from classroom guidance-related activities as well as activities directed by counselors. They reflected a program closely related to the proposed classroom curriculum.

—During a ten-day summer workshop the high school counselors developed their objectives changing the focus from a one-to-one, crisis-oriented program to one including classroom guidance activities and some group counseling in order to reach more students. They developed materials (described in Section 7) to facilitate the change and to build a better understanding of the program and a closer relationship with teachers.

--Through involvement of counselors in the Lively Vo-Tech Workshop a model for Employability Skills and Guidance Activities was developed as a component of the transportable model format to be utilized to develop similar programs in various vocational courses. (Re: Section 7)

--At the beginning of 1974-75, when the elementary counseling program was expanded to all district schools through State and ESAA funds, the project Coordinator of Guidance worked closely with the District Coordinator of Guidance to continue the program as it had been developed for the project schools.

—The Coordinator of Guidance served on the Lead Team for Pupil Personnel Services, after the employment of a new Director of Pupil Personnel Services, to help in planning district-wide services to include activities used in the Career Education pilot schools, at all levels.

EVALUATION COMPONENT ACTIVITIES

During the initial phase of the project - Fall 1973 - project staff personnel attended several consultative sessions with Florida Department of Education and University of West Florida personnel to plan the third-party evaluation of the project. At that time, the decision was made that the final evaluation would be limited to a "process" evaluation. To that end project staff members worked with the outside evaluators to plan an Interim Report which was to be completed August, 1974. The materials were prepared and submitted.

In September, 1974, the project Coordinator of Guidance/Evaluation and the Vocational Counselor met with Florida Department of Education, VTAE Division, personnel to finalize plans for the terminal "process" evaluation. At that time, however, it was decided to expand the evaluation plan to include a "product" evaluation for the year 1974-75. The following activities ensued in order to accomplish the task:

--The Coordinator of Guidance/Evaluation and Vocational Counselor worked for a total of 20 hours with a consultant in Career Development Education, School of Education, Florida State University, to review, select and develop instruments to be used in the evaluation of student outcomes.

—The Coordinator of Guidance/Evaluation and Vocational Counselor contacted two elementary, one middle and one high school which were project schools and the same number of matching non-project schools and worked with administrators to select groups for the sample.

—The Vocational Counselor planned with guidance personnel to set up testing and evaluation sessions with students and teachers and conducted 18 test-retest sessions, grades 6-14, in three project and two non-project schools. Counselors in schools conducted an equal number.

—The Coordinator of Guidance conducted forty test-retest sessions which included five groups, grades 1-5, from two project and two non-project elementary schools.

--The Vocational Counselor served as consultant to middle and high schools in the interpretation of test results.

--Tests were scored by a contracted testing service and by project personnel. The data were submitted to the third-party evaluator for summarization and analysis.

PLACEMENT AND FOLLOW-UP COMPONENT ACTIVITIES

—A county-wide Job Opportunity Survey was conducted August 1973, under the direction of project personnel.

—From the beginning of the project an effort was made to search the literature to determine what had been done in other school systems to provide placement services for students as they leave high school. Akron, Ohio, Baltimore, Maryland, and Pittsburgh, Pennsylvania models seemed to be more advanced than any of the models found, other than college systems and services provided by certain vocational/technical schools.

—During the planning phase of the placement and follow-up component, monthly meetings were held between project placement personnel and project school occupational placement specialists and school counselors to develop a system for offering placement services to individuals as they existed the project schools and to extend these services to former students in the community that might be in need of them.

—The Florida Legislature recognized the need for placement services and follow-up studies and passed a law requiring all district school boards to provide these services by September 1974. Until that time very little effort was made in Florida to assist the high school student in making transition for the relatively secure environment of the public schools to the very competitive world beyond high school.

--Beginning in September 1974, plans were developed to conduct the annual follow-up survey of all the previous year's vocational/technical students who had completed or left these programs with a marketable skill. The information and experience gained in this endeavor helped lay the groundwork for the development of a survey instrument to be used with all school-leavers in this district.

9.0 PROBLEMS

The problems that evolved were primarily those common to most innovative program development and implementation. Many were resolved in the course of the pilot project. Some resulted from external sources and could not be reversed or resolved. Others could be considered limitations rather than problems. The resultant generalizations that are cited here have been included in an effort to provide input and constructive suggestions that might be considered by persons involved in similar endeavors in the future.

—The timing and duration of a pilot project are essential to its success. It is recommended that projects of this nature be designed and funded for a two-year or three-year period to allow adequate time for planning, implementation, and evaluation/revision. Initiation and expiration dates should be planned to provide one full school year for implementation, with a six-month to twelve-month planning period preceding implementation and a similar period following implementation for evaluation and refinement of the program.

—The relationship between special projects, the on-going district program and the project schools should be clearly identified in order to establish the necessary lines of communication for program planning, implementation and evaluation. This requires the total commitment of district-level and project school personnel.

—Problems common to most school centers should be identified when planning the project, so that they might be eliminated, or at least ameliorated. It is suggested that, if pilot programs are to develop successfully, the following points be considered:

- Pilot schools be selected on voluntary basis and pledge total commitment to the project.
- Schools not be involved in several uncoordinated special programs at the same time.
- Participating schools be made aware of the time and effort required to develop and implement new programs.
- Total faculty participation be required in in-service if total involvement is expected.
- Provisions be made at school level to assist in communicating, implementing, monitoring and evaluating the program.
- Equal priority be placed on program outcomes and evaluation by district and state personnel, as with evaluation of other program outcomes (language arts, math skills, etc.).

—Because of high rates of attrition, academic requirements, scheduling procedures and limited time for inter/intra - departmental communication in most secondary schools, the program must be carefully planned and implemented to assure that all students will receive similar experiences and opportunities and that a school-wide scope and sequence is designed to avoid repetition of popular activities and deletion of others.

—The eight elements of Career Education address affective and psychomotor skills as well as cognitive skills. Thus, inservice should be provided to train project school personnel to develop these skills in the classroom. Many teachers, particularly at the secondary level, are oriented toward subject-matter mastery and have had limited training and experience in the affective and psychomotor domains.

—Monitoring and evaluating the program on a regular, frequent basis is essential to implementation, evaluation and refinement. For this reason, the scope of the project should be determined in accordance with the number of proposed staff members so that adequate time will be available for periodic school visitations and compilation of activity reports and evaluation data.

—If a special project includes newly-created positions such as occupational specialists and elementary guidance counselors, sufficient time should be allocated to clearly defining their roles and working relationships at the on-set of the project, consequently expediting the progress of the project.

—When a project is designed and objectives are identified, the system for evaluating the outcomes should be concurrently identified, in order to begin collecting base-line data at the required time. Because of the unique nature of some concepts, such as Career Education, instruments might not be available to measure defined objectives. This is particularly true relative to measuring student outcomes in the affective domain and necessitates development of appropriate instruments.

10 PUBLICITY ACTIVITIES

Because of the nature and magnitude of the project, limited staff and lack of initial planning time, publicity was not one of the major thrusts of the program. The project director assumed primary responsibility for hosting visitors, and other staff members assumed responsibility for publicity as it related to their individual components. It became obvious in the course of the project that activities in the realm of public relations and dissemination demand a generous amount of staff time and to be effectively planned and conducted could justifiably require personnel assigned to this singular task.

In spite of these limitations, innumerable activities were undertaken in this area, as reported in the Quarterly Reports. Many of them could be described as "major activities" as well as "publicity activities". Some of these include the following:

10.1 PUBLISHED MATERIALS AND TELEVISION APPEARANCES

August 1973 — Two articles appeared in the local newspaper, "Tallahassee Democrat" concerning the Orientation and Planning Workshop that was held at that time.

August 1973 — An article was published, describing the project and announcing the School Board's approval of the program.

November 1973 — An article was published covering a resource person's classroom presentation at one of the project schools.

December 1973 — An article was published describing the guidance program in the project schools, emphasizing activities such as "Magic Circle" and R & R groups.

January 1974 — An article was published, covering the presentation of a guest speaker as part of a Career Education unit at a pilot school.

February 1974 — An editorial discussing Career Education at all levels in the local area - including the university - appeared in the Sunday paper.

March 1974 — Two articles were published, announcing and summarizing the "Career Day" at the pilot high school.

May 1974 — An article describing the enrichment program at one of the pilot schools was published. The enrichment program was considered part of the Career Education program and included career-related resource persons and activities.

September 1974 - The placement and follow-up coordinator was interviewed by the local newspaper and a lead story appeared, explaining placement services available in the district schools.

January 1975 — An article describing the Leon County Career Education project was written by staff members and published in the magazine UPDATE, Career Education Curriculum Laboratory, Florida State University.

Copies of all the above articles are included in Appendix H.

The three following television presentations were made relative to the project. WCTV, Tallahassee/Thomasville carried them:

August 1973 ---- The Pinellas County project director and the guidance coordinator were interviewed while attending the Orientation and Planning Workshop as consultants.

September 1973 - The District Superintendent and the Career Education project director were interviewed for the "Good Morning Show." They discussed the Career Education movement and briefly described the Leon project.

October 1974 ---- The project coordinator of placement and follow-up appeared on the program "Good Morning Show" to explain the purpose of the follow-up survey then in progress.

10.2 VISITORS TO PROJECT SITE

Innumerable visitors were hosted by project staff, frequently on an unannounced, informal basis. Thus, no attempt will be made to identify them by specific name or date of visitation, but rather as the visits were summarized in the Quarterly Reports.

First Quarter - (June 1973 - September 1973)

—Educators from Okaloosa, Calhoun, Wakulla and Madison Counties attended the Orientation and Planning Workshop and visited the Career Education Center.

Second Quarter - (September 1973 - December 1973

—Gilchrist County personnel visited the Career Education Center and observed in project schools.

Third Quarter - (December 1973 - March 1974)

—The project staff hosted Career Education project representatives from Quincy, Sarasota and Bradenton Counties. They were provided with information and materials for program development and responded most favorably to the Leon project model and progress.

Fourth Quarter - (March 1974 - June 1974)

—Project directors and personnel from Jackson, Sarasota, Manatee, Seminole, Taylor, Palm Beach, Wakulla, Okaloosa and Duval Counties visisted the project center, as well as personnel from New Jersey and Michigan.

Sixth Quarter - (September 1974 - December 1974)

—The academic curriculum specialist and coordinator of guidance/evaluation met with Dr. Harry Gavanta, Louisiana Community College, to describe the program and provide appropriate materials.

—Project staff personnel met with Mr. Charles Hennigan, publisher of the FAIS materials and president of Educational Achievement Corporation, Waco, Texas, to discuss the materials, recommend revisions, discuss evaluation of the program etc.

—Many non-project and private school teachers and community persons, particularly members of the LSV (Leon School Volunteers) visited project to obtain information and materials to assist them in their efforts in all district schools. The services and materials were provided.

—Three graduate students from a Florida State University Career Education class "shadowed" project staff members for the duration of their class term.

—At least ten F.S.U. graduate students visited the project to obtain information and materials related to Career Education.

In addition to those cited above, a variety of visitors from the Florida Department of Education, Florida State University, Florida A & M University, related public and private agencies, related district special projects, non-project schools and volunteer organizations have been hosted at the Center.

11 DISSEMINATION ACTIVITIES

A number of dissemination activities were described as they related to "major activities" and "significant events," and extensive dissemination occurred through visitors to the project site. Additional activities included the following:

--The Career Education director made slide-tape presentations of the Career Education project to a class of graduate students in the School of Education at Florida State University and to the Tallahasse Kiwanis and Rotary Club memberships.

--Informational letters were sent to 286 community leaders to apprise them of the project and to request that they participate in the Orientation and Planning Workshop, August 1973.

--Information on the Leon Career Education project was provided for a tape-slide presentation prepared by the Career Education Curriculum Laboratory, Florida State University, concerning the five federally funded state pilot projects.

--The coordinator of guidance met with the curriculum coordinators from all district elementary schools to discuss elementary guidance and its role in the Career Education project.

--The coordinator of guidance and the vocational curriculum specialist met with the curriculum coordinators from all district elementary schools to discuss Project LOOM units and their use in the program. The units were distributed to all project and non-project schools.

--Project staff members attended the district-wide curriculum council meeting January 1974, to describe the program to committee members.

--The project director periodically met with the Leon School Volunteers as a member of their Steering Committee, to describe the project, discuss available materials and develop working relationships with the members.

--The project director met with representatives from Florida Division of Corrections to assist them in planning their Career Education program.

--The project staff compiled a status report for the Leon District School Board and the director presented a brief summary of the report at one of the televised board meetings.

--The project staff members presented their program to three Career Education classes at Florida State University.

--The project director made a presentation of goals of Career Education and the relationship of goals to home economics, at the Home Economics Teacher's Workshop.

11 DISSEMINATION ACTIVITIES - (continued)

—The project guidance coordinator made a presentation on the Career Education project to a graduate guidance class at Florida State University. Emphasis of the presentation was on the role of guidance in the program.

—The project staff prepared a comprehensive descriptive report of the project for presentation at Dr. Kenneth Hoyt's national conference on Career Education, Washington, D. C., June 1974. The project director and academic curriculum specialist each attended the two-day conferences. The Leon District program description was presented to participants from other projects around the nation.

--Project staff members secured (and trained) consultants to direct summer workshops in Santa Rosa, Bay, Manatee and Wakulla Counties.

--Staff personnel presented brief progress reports to the Leon District Division of Instructional Services staff, May 1975.

—Staff members developed a tape-slide presentation of the Leon District Career Education project in cooperation with the Leon District Media Center specialists.

One of the most time-consuming and costly dissemination activities was that of fulfilling mail and phone requests for a variety of information and resource materials related to the project. These requests came from almost all of the Counties in Florida subsequent to the allocation of state funds for Career Education, and as a result of the mini-conferences in Washington, D. C., from many school districts around the nation. It is estimated that at least forty-five packets of descriptive and curriculum materials were disseminated and requests continue to date.

A listing of several project sites requesting materials appears below. Examples of letter of request are included in Appendix E.

—Anchorage Borough School District	Anchorage, Alaska
—Ontario-Montclair School District	Ontario, California
—Franklin County School District	Apalachicola, Florida
--Polk County School District	Bartow, Florida
--Manatee County School District	Bradenton, Florida
--Hernando County School District	Brooksville, Florida
—Broward County School District	Ft. Lauderdale, Florida
—Alachua County School District	Gainesville, Florida
—P. K. Yonge Laboratory School	Gainesville, Florida
—Warfield Elementary School District	Indiantown, Florida
—Jefferson County School District	Monticello, Florida
--Richey Elementary School District	New Port Richey, Florida
—Escambia County School District	Pensacola, Florida
--Gulf County School District	Port St. Joe, Florida
--Pine View School District	Sarasota, Florida
--Sarasota County School District	Sarasota, Florida
--Palm Beach County School District	West Palm Beach, Florida
—Independent School District of Boise City	Boise, Idaho
—Glenbrook South High School	Glenview, Illinois

—Breed Junior High School	Lynn, Massachusetts
—Missoula County High School	Missoula, Montana
—Putnam Technical Center	Carmel, New York
—Ohio State University	Columbus, Ohio
—Klamath County School District	Klamath Falls, Oregon
—Virginia State University	Blacksburg, Virginia
—Juda Public Schools	Juda, Wisconsin

12 PROGRESS ON DATA COLLECTION AND EVALUATION PLANS AND PROCEDURES

12.1 EVALUATION PLANS AND PROCEDURES

The Florida Department of Education has coordinated the efforts of project staff, consultants and the outside evaluator to develop a general evaluation plan.

Consultants assisted staff members in selecting and developing instruments to be used with samples in project and non-project schools. The cooperation of school administrators and faculty members was provided and the required test/re-test sessions were held. All the tests were scored and the data summarized.

The outside evaluator is now in the process of preparing the Final Evaluation report.

12.2 DATA COLLECTION

All required data were collected from students, teachers and staff and submitted to the outside evaluator for statistical treatment, analysis and interpretation. The data included the following:

- —Descriptive data on pilot schools
- —Descriptive information relating to program development
- —Description of originally-developed curriculum and guidance materials
- —Behavioral data on all students included in the sample, grades K-5
- —Student responses on evaluation instruments
- —Data related to drop-out rates, placement services provided to drop-outs, graduates and other school leavers
- —Information on community involvement

13 OTHER ACTIVITIES

A brief summary of selected supportive activities related to the professional responsibilities of the project staff include the following:

—Project VIEW (Vital Information for Education and Work) materials were updated regularly and distributed to all district middle and high schools to provide occupational information for students.

—Ten teachers from six project schools were selected to field test the evaluation instruments for the revised LOOM (Learner Oriented Occupational Materials) units. The coordinator of guidance and evaluation worked with the evaluator of the Project LOOM, FSU, in refining the evaluation instruments, arranging meetings with the participating teachers and in the final collection of instruments.

—The project director met with members from other related agencies and faculty members of the Foundation Studies Department, Florida State University, to explore the need for BS and MA programs for Career Development Specialists.

—Project staff members met with the Department of Education Industrial Arts consultant, Florida State University Industrial Arts representative and district Industrial Arts teachers to plan for the implementation of pre-vocational and pre-technical Industrial Arts courses in the existing programs. These course outlines bring Career Education concepts into the on-going Industrial Arts program of study.

—Project staff members worked with Leon District and Florida State University personnel to disseminate information concerning a mathematics/industry workshop being planned by a professor of math education at FSU, to introduce Career Education concepts in the math education courses.

—Staff personnel met with the Florida A & M University educators to identify Career Education needs relative to their teacher-education program.

—Five workshops were conducted by various staff personnel for teachers and directors in Calhoun, Jackson, Okaloosa, Taylor and Leon Counties. The purpose of the workshops was to assist them in developing their Career Education programs, particularly through reviewing the FAIS program and identifying strategies for fusing it into existing programs.

—During the two-year course of the project, innumerable reports were written and submitted to USOE, Florida DOE and Leon District administrators. These included the following:

- Seven Quarterly Reports were prepared for the USOE and Florida DOE, July 1973 - July 1975.
- The annual and three-year comprehensive plans were submitted in compliance with DOE and District requirements.
- Four State Legislative reports were submitted to the DOE, July 1973-July 1974.
- Approximately sixteen monthly reports were submitted to the DOE, July 1973 - December 1974.

13 OTHER ACTIVITIES (continued)

-Approximately twenty-four bi-weekly reports, two six-months reports and two special reports were submitted to the District Superintendent for Instruction, July 1974 - July 1975. These will continue to be required through the following school year.

—The project guidance coordinator assited the district guidance director in expanding guidance activities district-wide. Some activities included the following:

-The Time-Use form referred to in Section 7 of this report was completed by counselors each week and summarized monthly. The form included thirteen categories of activities which were graphically reflected percentage of time spent on each category. The comparisons of the time spent on each catergory, from month to month, served as an effective method of program evaluation. The form also communicated the nature and scope of the program to administrators. (Refer to Appendix B.)

-Magic Circle activities were implemented in all elementary schools by counselors. All required materials were provided for counselors and teachers.

-One elementary school's 4th graders had regular sessions in Transactional Analysis activities, for the development of self-awareness.

-Five classes in one middle school had scheduled sessions with the counselor for values clarification activities.

-Three middle-school student target groups met with the counselors for regularly scheduled counseling sessions.

—The vocational counselor served as consultant to professional personnel from the following agencies/organizations:

-Career Education Project of Brevard County
-Florida Division of Youth Services
-Florida School for Boys, Marianna, Florida
-PAEC, (Panhandle Area Education Center) Chipley, Florida
In addition, he assisted in the development of Project VIEW scripts, guides and indices for local and statewide use.

—The vocational curriculum specialist has worked with the Vocational Director and architects in reviewing plans and recommending changes needed to provide a salable skills program in the home economics department of the new Lincoln High School.

—The academic curriculum coordinator and the guidance coordinator served on the advisory and editing committees of various projects conducted by the Career Education Curriculum Laboratory, Florida State University.

They assisted in the development, editing and field testing of curriculum and guidance materials that were produced by CECL project personnel.

14 STAFF EMPLOYMENT AND UTILIZATION

During the first quarter of 1973-74, two occupational specialists and one guidance counselor were employed through funds received under a state grant for Career Education, to provide additional personnel in the project middle schools and high school. The personnel continued to function through 1974-75, but were not totally funded by Career Education money.

Since the federally-funded segment of the project was to have expired December 1974, several personnel changes were made to meet the constraints of reduced funding, and a transitional period was devoted to re-defining job descriptions, identifying tasks to be accomplished during the remaining fiscal year and re-assigning responsibilities. Personnel changes included the following:

—After December 15, 1974, the academic curriculum specialist worked with secondary-school curriculum, primarily, and the guidance/evaluation coordinator worked with the elementary curriculum and evaluation. These changes occurred because the project vocational curriculum specialist left the project staff and is now a member of the Lively Vocational Technical School staff.

Further, the project guidance program goals and objectives were defined and fused into the on-going district guidance program which is the responsibility of the Director of Pupil Personnel Services.

—The project placement and follow-up program was developed as mandated, is now under the direction of the Pupil Personnel Services and operates district-wide. However, the position was funded by Career Education money, until July 1, 1975.

15 STAFF DEVELOPMENT

Activities for the professional development of the Career Education project staff and project school personnel are summarized below. Several of these activities have been described more extensively in other sections of this report, and a complete listing of workshops conducted for pilot school participants appears in Appendix D.

15.1 PROJECT STAFF PROFESSIONAL DEVELOPMENT ACTIVITIES

Members of the immediate project staff participated in a great variety of activities for professional development. These consisted of small and large group meetings and conferences at the district, state and national levels. The most significant of these activities were selcted and described below:

First Quarter - (June 1973 - September 1973)

—Career Education project staff members visited Career Education projects in Orange, Brevard, Alachua, and Pinellas Counties to identify promising approaches, techniques and materials.

15.1 PROJECT STAFF PROFESSIONAL DEVELOPMENT ACTIVITIES (continued)

—The Director of Career Education Curriculum Laboratory, Florida State University served as a consultant for two in-service sessions with the Career Education project staff for project planning and organization.

—The Career Education project curriculum specialists began attending the monthly meetings with the curriculum consultant to the Florida Career Education projects and personnel from the five federally-funded projects to coordinate state efforts, share ideas, etc.

—Local resource centers for career information were visited by project curriculum specialists. These included Florida Education Resource Information Center (FERIC) and the Career Education Curriculum Laboratory, Florida State University, CCIS, FSU, etc.

Second Quarter - (September 1973 - December 1973)

—The project director, curriculum specialists, occupational specialists and the Leon District Superintendent of Schools attended the four-day statewide Career Education workshop conducted by the Florida DOE, in St. Petersburg, Florida, November 5-8, 1973.

—The curriculum specialists attended the AVA conferences in Atlanta, Georgia, December 2-3, 1973.

—Career Education project coordinator of placement attended Vocational, Technical and Adult Education Conference in Miami, Florida.

Third Quarter - (December 1973 - March 1974)

—The project director and curriculum coordinators attended the state meeting in Orlando, February 26, 1974, at which the State Director of Career Education, VTAE presided. The projects presented status reports, exchanged ideas and resolved some questions and problems posed.

--The project director and academic curriculum coordinator attended a follow-up session of the Leadership Workshop for Leon District personnel.

--Three project staff members attended a three-day Human Relations workshop held for Leon District instructional staff personnel.

—The academic curriculum coordinator represented Career Education at the Department of Education Seminar for the Education of Disruptive Students, held in Orlando, Florida, February, 1974.

Fourth Quarter - (March 1974- June 1974)

--The project director attended a three-day statewide meeting of Career Education directors in Orlando, Florida, April 30 - May 2, 1974.

--Project staff members attended the Area I meeting, held April 25, 1974 in Tallahassee, Florida.

Fourth Quarter - (March 1974 - June 1974) (continued)

—The statewide Career Education curriculum coordinators' meeting was held in the Leon Career Education Center, Tallahassee, Florida.

—The academic curriculum coordinator attended the Hearing on Education held by U. S. Senator Lawton Chiles, in Lakeland, Florida, May 6, 1974. One segment of the program was devoted to Career Education in Florida.

—The coordinator of guidance participated in a three-day workshop on Adlerian psychology and served as a member of a team from one of the project schools. They followed up by organizing and conducting other parent-group workshops.

—The project director and placement component personnel attended a one-day workshop on placement and follow-up by State DOE personnel in Panama City, Florida.

—The placement component personnel attended a two-day workshop at Kissimmee, Florida. The workshop was conducted by directors of placement and follow-up from Akron, Ohio, Baltimore, Maryland, Pittsburgh, Pa., and DOE consultants.

—The project director and academic curriculum specialist each attended a two-day conference on Career Education, sponsored by USOE, Washington, D. C. The Leon District program description was presented to participants from other projects around the nation in an informal exchange of ideas.

Fifth Quarter - (June 1974 - September 1974)

—One staff member attended the Florida VTAE Convention in Miami, Florida, August 4-9, 1974.

Sixth Quarter - (September 1974 - December 1974)

The project director attended the following statewide meetings:

—Three-day Career Education Workshop, St. Petersburg, Florida, September 30 - October 2, 1974. The workshop was concerned with Career Education project evaluation.

—Three-day workshop, Orlando, Florida, December 4-6, 1974. The meeting was related to the use of FERIC and ERIC procedures and materials.

Eighth Quarter - (March 1975 - June 1975)

—The project director attended the Spring Career Education Workshop sponsored by the Florida DOE, May 6-9-, 1975, Orlando, Florida.

15.2 IN-SERVICE PROGRAMS FOR PROJECT SCHOOL PERSONNEL

As stated in Section 7.2, approximately eighteen series of workshops were conducted for over 600 participants. The purposes of the workshops followed a logical sequence related to emerging needs. These included orientation, program planning, review and selection of implementation strategies, activities and resource materials, training in the use of the activities and materials, development of unavailable curriculum materials and evaluation and revision of the piloted program.

They are summarized below as they were reported in the Quarterly Reports:

First Quarter - (June 1973 - September 1973)

—The Administrative Workshop for Career Education was conducted June 18 to June 22, 1973, for district supervisors, administrators and special service personnel from project schools and Career Education project staff. The objectives of the workshop included orientation of personnel, identification of major goals of the project and formulation of plans for an in-service workshop for teachers in August. The curriculum-evaluation coordinator from the Broward County Career Education project served as the consultant to assist the participants in identifying project objectives.

--An Orientation and Planning Workshop was planned by the Career Education project staff for approximately 175 participants from project schools and community. The planning was extensive and involved the following:

a. Preparation of objectives, activities, informational hand-outs, instructional materials and data-gathering instruments.

b. Collection and display of materials.

c. Contact of 286 community leaders for involvement in the project.

d. Preparation of press releases and scheduling of television appearances.

e. Securing of consultants and speakers for the workshop, including personnel for five other state Career Education projects, Florida Department of Education, local community college and universities, legislative representatives and district school board members, administrators and supervisors.

The ten-day Orientation and Planning Workshop described above was conducted August 8 through August 22, for the principals, curriculum coordinators, guidance counselors and interns, teachers and occupational specialsts from participating schools. These included fifty-two from the five elementary schools, eighteen from the high school, thirty from the middle schools and five from the area vocational/technical school. Seven teachers from non-project schools also attended, as well as guests from the community and other related educational sectors.

--The Human Development Workshop was held for eighteen guidance counselors, to introduce them to the Human Development Program ("Magic Circle") activities and materials. The guides relate concepts of human development to classroom activities.

Third Quarter - (December 1973 - March 1974)

—A series of elementary and middle school LOOM workshops were initiated to introduce a target group of 45 teachers to the LOOM (Learner Oriented Occupational Materials) materials and activities and to plan their implementation in existing programs.

—The Leon High School program-planning workshop was held for thirteen faculty representatives. A beginning was made in identifying program objectives and implementation strategies. The resultant objectives and implementation plans are included in Appendix A.

—A two-day workshop was held for eight members of the Lively Vo-Tech. School child care program. The purpose was to develop a transportable model format relating their compensatory skills program, guidance activities and employability skills with a specific career program. The completed model was included in the June 1974, Quarterly Report.

Fourth Quarter -(March 1974 - June 1974)

—A two-day middle school workshop was conducted for 32 faculty members to begin planning the middle school program. The specific objectives included

a. reviewing the project model and objectives, relative to the needs of their students.
b. reviewing alternative program designs and materials.
c. developing a program design for grades 6-8.
d. stating program objectives at each grade level.
e. stating student objectives and measurable outcomes at appropriate levels and subject areas.
f. identifying needs for unavailable resources and planning for their development.

Fifth Quarter -(June 1974 - September 1974)

Since this quarter encompassed the summer months several workshops were conducted. Primarily, they focused on development of curriculum materials - which requires prolonged periods of time - and on finalization of plans for program implementation in September 1974. They are briefly described below:

—A three-week work session was held with two foreign language teachers from the project high school.

Product: The participants produced a transportable model for teacher's guide and student activity pack incorporating Career Education activities and materials into two target language areas, Spanish and German.

The guides are included in Volumes III and IV of this report.

—A four-week work session was held with two biology teachers from the project high school.

Product: Two teacher's handbooks and student's career guides incorporating Career Education elements into Basic Biology and BSCS Biology were produced.

Fifth Quarter - (June 1974 - September 1974) (continued)

The materials were submitted with the December 1974 Quarterly Report.

—A three-week work session was held with one ninth-grade science teacher from the project high school.

Product: A teacher's handbook and student's career guide incorporating Career Education elements into ninth-grade ISCS science were produced.

The materials were submitted with the December 1974 Quarterly Report.

—Five-day workshops were held for a total of seven science teachers from the project's two middle schools.

Product: The participants produced teacher's guides incorporating Career Education activities and materials into the middle school science curriculum. Specific occupations/careers in selected occupational clusters were used as the basis of the curriculum guides.

Examples of the materials were submitted with the December 1974 Quarterly Report.

—A one-day workshop was held for new teachers at two project elementary schools.

Objectives: To introduce participants to the elementary Career Education program.

To provide orientation to Career Education materials and activities, including FAIS program materials, LOOM units, "hands-on" activities, etc.

—A one-day workshop was held for thirty project middle school participants.

Objectives: To finalize program implementation plans for September 1974.

—Three one-day workshops were held for total faculties at three project elementary schools.

Objectives: To provide experiences in use of Career Education materials and "hands-on" activities, specifically LOOM units, hand tools, etc.

As a result of these workshops, almost 100% of the elementary teachers have participated in LOOM workshops.

Fifth Quarter - (June 1974 - September 1974) (continued)

—A ten-day workshop was held for five guidance counselors from the project high school.

Product: Innumerable guidance materials were reviewed.

Student outcomes for the program were identified.

A counselor's source book of group guidance activities was developed.

Calendars of events were prepared for school counselors.

—A three-day workshop was held for 19 counselors and 18 occupational placement specialists and other personnel.

The participants consisted of all secondary school counselors and occupational placement specialists for three days and a school administrator from each secondary school for one day. The assistant superintendent for instruction and the supervisor of guidance and testing attended on the same day as the school administrators. There were approximately forty-one participants the first day and approximately thirty-seven the last two days.

Objectives: To establish the roles and responsibilities of the school counselors, occupational placement specialists, and district coordinator for placement and follow-up model.

To adopt and/or develop the forms necessary to implement the district placement and follow-up model.

To develop the competencies and skills necessary for using the Florida State Employment Service's Job Data Bank.

Sixth Quarter - (September 1974 - December 1974)

—A series of elementary school FAIS workshops was initiated for total faculties in the five pilot schools. Approximately 125 participants attended half-day work sessions over a period of four months.

The purpose of the workshops was to provide released time for individualized, in-depth study of the FAIS program and materials in order to accelerate and facilitate implementation of the program by total faculties. The outcome was very satisfactory and generated enthusiasm for and an involvement in the program.

Eighth Quarter - (March 1975 - June 1975)

—The final series of workshops was conducted in the closing days of the school year for middle school faculty members who were responsible for the FAIS program.

Twenty-five participants, grades 6-8, met to evaluate the FAIS program and implementation plan and to recommend revisions for the coming year.

Eighth Quarter - (March 1975 - June 1975) (continued)

In addition to the planned workshops described on the preceding pages, innumerable individual and small group planning sessions were held for program development and revision. These included the following:

—Regularly-scheduled monthly meetings were held with elementary curriculum coordinators for program planning, selection of resource materials and program monitoring and evaluation.

These meetings were essential to the success of the program, since the coordinators served as primary contact persons between limited staff members and total school faculties.

—Project curriculum personnel continually met with middle school occupational specialists and curriculum principals for the same reason as stated above.

—The guidance coordinator conducted mini-workshops, small-group and individual conferences for program planning, etc., including bi-monthly meetings with elementary counselors and in-service for occupational specialists.

—Project staff members met with principals, counselors, and faculty members from all district non-project elementary schools to introduce them to the program, in preparation for the anticipated diffusion of the program to additional schools in the coming year.

APPENDIXES

APPENDIX A. PROGRAM MODELS, OBJECTIVES, IMPLEMENTATION STRATEGIES
THREE DIMENSIONS OF THE FAIS PROGRAM
SAMPLES OF FAIS OBJECTIVES AND MATERIALS

APPENDIX B. COUNSELOR'S TIME-USE RECORD
GUIDANCE ACTIVITIES SUMMARY

APPENDIX C. PLACEMENT AND FOLLOW-UP MODEL
FLOW CHART OF PLACEMENT SERVICES
DATA COLLECTION FORMS
TABULATION OF PLACEMENT DATA -- 1974 AND 1975

APPENDIX D. LISTING OF IN-SERVICE WORKSHOPS -- JUNE 1973 - JUNE 1975
COST DATA

APPENDIX E. LETTERS OF REQUEST FOR ASSISTANCE AND
LETTERS OF APPRECIATION AND COMMENDATION

APPENDIX F. LISTINGS OF RESOURCE MATERIALS PROVIDED TO PILOT SCHOOLS
COST DATA

APPENDIX G. REPORTING FORMS AND EXAMPLES OF FEED-BACK

APPENDIX H. PUBLICITY ACTIVITIES

APPENDIX A

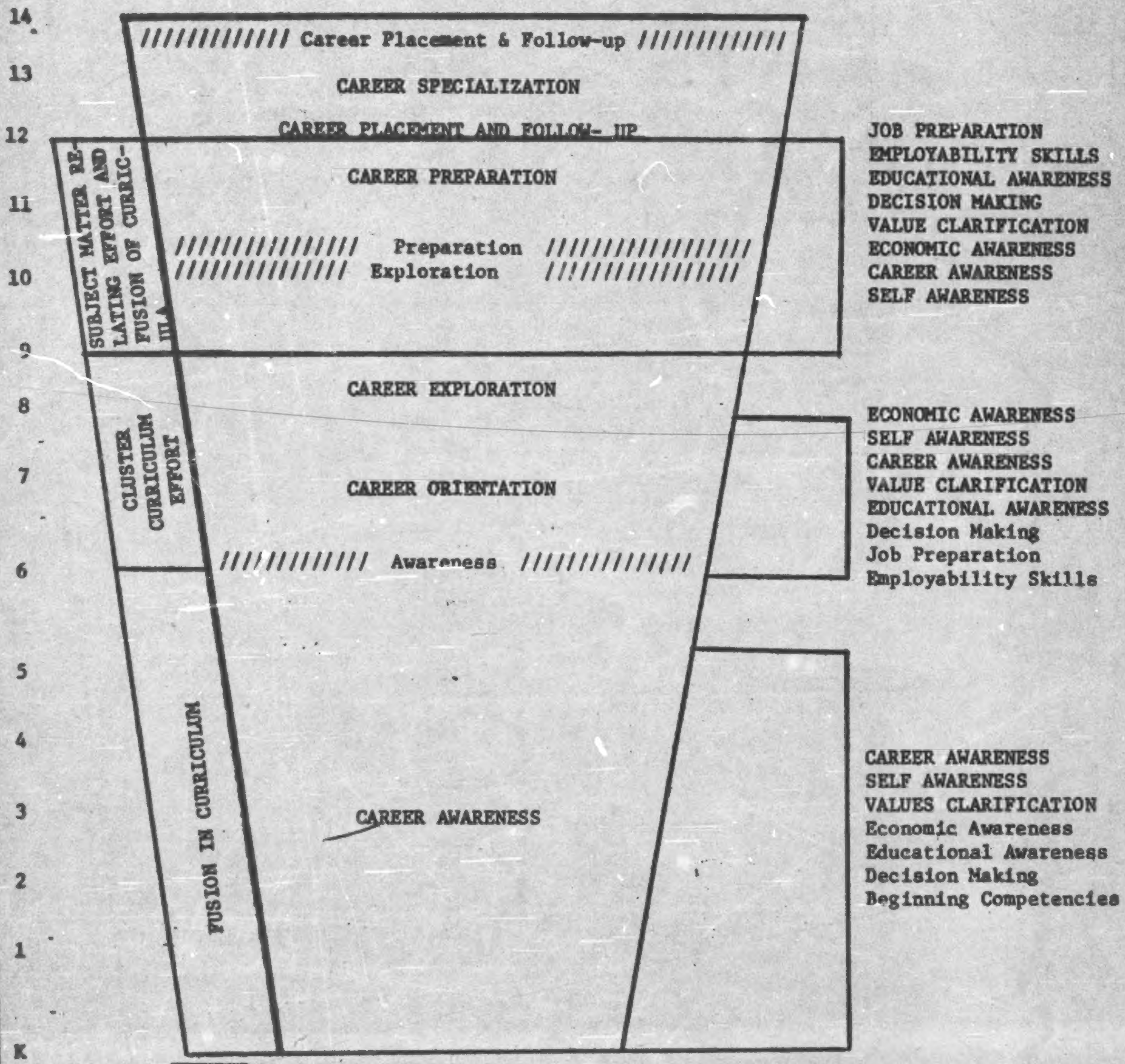
PROGRAM MODELS, OBJECTIVES, IMPLEMENTATION STRATEGIES

THREE DIMENSIONS OF THE FAIS PROGRAM

SAMPLES OF FAIS OBJECTIVES AND MATERIALS

CAREER EDUCATION PLANNING MODEL

LEON COUNTY CAREER EDUCATION PROJECT


14
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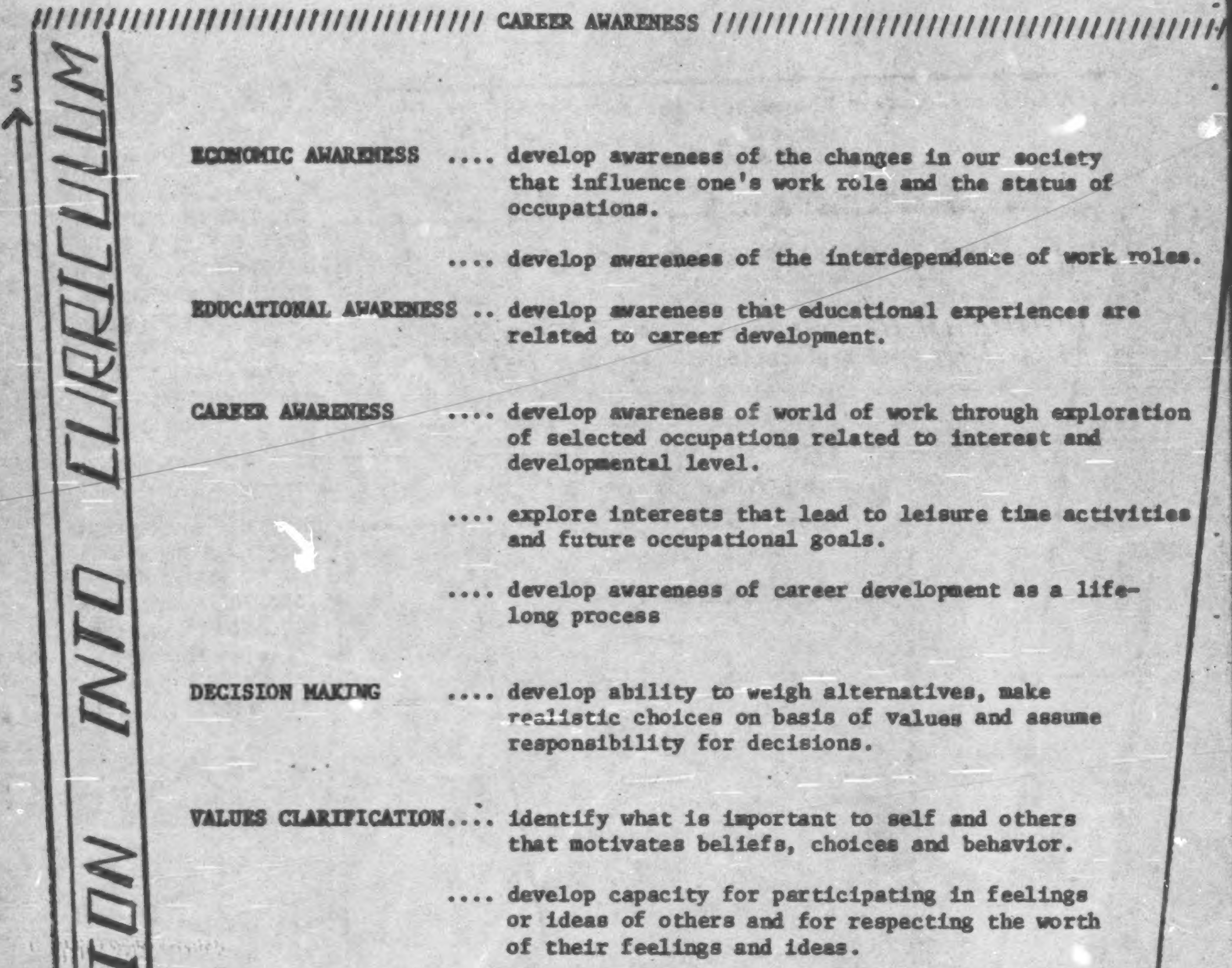
K
////////////// Career Placement & Follow-up //////////////
CAREER SPECIALIZATION
CAREER PLACEMENT AND FOLLOW- UP
SUBJECT MATTER RE-LATING EFFORT AND FUSION OF CURRIC-ULA
CAREER PREPARATION
///////////////// Preparation //////////////////
//////////////// Exploration /////////////////
JOB PREPARATION
EMPLOYABILITY SKILLS
EDUCATIONAL AWARENESS
DECISION MAKING
VALUE CLARIFICATION
ECONOMIC AWARENESS
CAREER AWARENESS
SELF AWARENESS
CAREER EXPLORATION
CLUSTER CURRICULUM EFFORT
CAREER ORIENTATION
////////////// Awareness ///////////////
ECONOMIC AWARENESS
SELF AWARENESS
CAREER AWARENESS
VALUE CLARIFICATION
EDUCATIONAL AWARENESS
Decision Making
Job Preparation
Employability Skills
FUSION IN CURRICULUM
CAREER AWARENESS
CAREER AWARENESS
SELF AWARENESS
VALUES CLARIFICATION
Economic Awareness
Educational Awareness
Decision Making
Beginning Competencies

////// - Indicate "Phasing In" and "Phasing Out"

Upper and lower case print indicate degree of emphasis placed on each element

K-5 CURRICULUM DESIGN

LEON DISTRICT CAREER EDUCATION



CAREER AWARENESS

ECONOMIC AWARENESS	.... develop awareness of the changes in our society that influence one's work role and the status of occupations.
	.... develop awareness of the interdependence of work roles.
EDUCATIONAL AWARENESS	.. develop awareness that educational experiences are related to career development.
CAREER AWARENESS	.... develop awareness of world of work through exploration of selected occupations related to interest and developmental level.
	.... explore interests that lead to leisure time activities and future occupational goals.
	.... develop awareness of career development as a life-long process
DECISION MAKING	.... develop ability to weigh alternatives, make realistic choices on basis of values and assume responsibility for decisions.
VALUES CLARIFICATION	.... identify what is important to self and others that motivates beliefs, choices and behavior.
	.... develop capacity for participating in feelings or ideas of others and for respecting the worth of their feelings and ideas.
SELF AWARENESS	.... develop positive attitude toward self and others.
	.... explore individual interests and abilities for personal development

LEON DISTRICT CAREER EDUCATION PROJECT

CURRICULUM/GUIDANCE GOALS AND OBJECTIVES

GRADES K-5

General Objective: To provide a program for grades K-5 that develops self-awareness, values clarification and career awareness and the skills necessary to relate the self-concept to the broad range of options open in the world of work.

Specific Objectives: The student will

- —explore individual interests and abilities for personal development
- —develop positive attitude toward self and others
- —develop capacity for participating in feelings or ideas of others and for respecting the worth of their feelings and ideas
- —identify what is important to self and others that motivates beliefs, choices and behavior
- —develop ability to weigh alternatives, make realistic choices on basis of values and assume responsibility for decisions
- —develop awareness of career development as a life-long process
- —explore interests that lead to leisure-time activities and future occupational goals
- —develop awareness that educational experiences are related to career development
- —develop awareness of the interdependence of work roles

MIDDLE SCHOOL CURRICULUM DESIGN

LEON DISTRICT CAREER EDUCATION

////////////////////////////// CAREER EXPLORATION //////////////////////////////

CLUSTER CURRICULUM EFFORT

8th	CAREER ORIENTATION/EXPLORATION EDUCATIONAL AWARENESS ECONOMIC AWARENESS	... continue exploring occupations as they relate to individual abilities, values, interests and achievements, and begin to identify tentative career choices to be investigated in high school. Apply this to selection of ninth-grade subjects.
	CAREER DECISION MAKING	... refine and strengthen decision making skills.
		... develop awareness of relevant factors to be considered in decision making.
		... gain experience in decision making.
7th	CAREER ORIENTATION	... become familiar with occupational classifications and clusters.
	EDUCATIONAL AWARENESS	... develop awareness of the educational preparation required for and related to various careers.
	ECONOMIC AWARENESS	... develop awareness of the relationship between the economic system, job opportunity, life style and career choice.
	VALUES CLARIFICATION	... develop awareness of individual values and their effect on career choice.
6th	CAREER AWARENESS/ORIENTATION	... develop awareness of the many occupations/careers available.
	VALUES CLARIFICATION	... develop wholesome attitudes toward work and society.
		... develop attitudes of respect and appreciation toward workers in all fields.
	SELF AWARENESS	... develop awareness of self in relation to occupations or potential careers.

////////////////////////////// CAREER AWARENESS //////////////////////////////

5th

LEON DISTRICT CAREER EDUCATION PROJECT

CURRICULUM/GUIDANCE GOALS AND OBJECTIVES

GRADES 6-8

General Objective: To provide a program for grades 6-8 that further develops self-awareness, values clarification and career decision making and emphasizes career orientation and exploration in the fifteen occupational clusters as they relate to the expanding self-concept.

Specific Objectives: The student will

—develop awareness of self in relation to occupations or potential careers

—develop attitudes of respect and appreciation toward workers in all fields

—develop wholesome attitudes toward work and society

—develop awareness of the many occupations/careers available

—develop awareness of individual values and their effect on career choice

—develop awareness of the relationship between the economic system, job opportunity, life style and career choice

—develop awareness of the educational preparation required for and related to various careers

—become familiar with occupational classifications and clusters

—gain experience in decision making

—develop awareness of relevant factors to be considered in decision making

—refine and strengthen decision making skills

—continue exploring occupations as they relate to individual abilities, values, interests and achievements, and begin to identify tentative career choices to be investigated in high school

GRADES 9-12 CURRICULUM DESIGN

LEON DISTRICT CAREER EDUCATION

SUBJECT MATTER RELATING EFFORT AND FUSION OF CURRICULA

////////////////////////// CAREER PLACEMENT AND FOLLOW-UP //////////////////////////

12th

JOB PREPARATION (BEGINNING COMPETENCIES)	Continue development of special skills needed for career choice.
CAREER DECISION MAKING	Identify choice of placement — higher education, vocational/technical education, employment.

11th

JOB PREPARATION (BEGINNING COMPETENCIES)	Acquire occupational skills for entry level employment and/or advanced occupational/educational training.
EDUCATIONAL AWARENESS	Relate academic training (courses) to career opportunities/preparation.
CAREER DECISION MAKING	Provide individual career counseling for students in need of assistance.
EMPLOYABILITY SKILLS	Develop specific employability skills needed to obtain and maintain employment.

10th

SELF AWARENESS VALUES CLARIFICATION	Expand values clarification activities and continue relating to career decision making.
CAREER DECISION MAKING	Make tentative commitment to career direction and enroll in appropriate 11th grade courses.
CAREER EXPLORATION EDUCATIONAL AWARENESS ECONOMIC AWARENESS	Explore clusters in assigned subject areas.

9th

SELF AWARENESS VALUES CLARIFICATION	Develop self-awareness by identifying major interests, abilities, values and achievements.
CAREER DECISION MAKING	Relate interests, abilities, values and achievements to occupation areas.
CAREER EXPLORATION EDUCATIONAL AWARENESS ECONOMIC AWARENESS	Explore clusters in assigned subject areas.
EMPLOYABILITY SKILLS	Develop beginning competencies needed to obtain and maintain employment.

LEON DISTRICT CAREER EDUCATION PROJECT

CURRICULUM/GUIDANCE GOALS AND OBJECTIVES

GRADES 9-12

General Objectives: To provide opportunities for students to develop self-awareness by identifying their major abilities, values, interests, achievements and relate these to a tentative career choice.

To provide opportunities for students to explore occupational clusters and develop occupational/academic skills needed for entry level employment, advanced occupational training or higher level education relative to their career choice.

To provide opportunities for students to develop employability skills necessary to obtain and maintain employment.

Specific Objectives: The student will

--demonstrate self-awareness by identifying his major abilities, interests, values and achievements

--relate his abilities, interests, achievements, personal values and influence of others' values to occupational areas

--demonstrate beginning competencies needed to obtain and maintain employment and to progress in the world of work

--explore occupational cluster areas, noting key occupations and the educational requirements, economic implications, required skills and job opportunities related to occupations

--identify and utilize sources of individual career counseling to make a tentative commitment to a career direction and register in appropriate courses

--develop specific employability skills needed to obtain and maintain employment

--identify the relationship between academic training (general background and basic skills courses) and career opportunities/preparation

GRADES 9-12 (continued)

--develop occupational/academic skills needed for entry level employment, advanced occupational training or higher educational training relative to his career choice

--identify his choice of placement--higher education, vocational/technical education or employment--following graduation

April 1974

IMPLEMENTATION OF CAREER EDUCATION OBJECTIVES

LEON HIGH SCHOOL

STUDENT OBJECTIVES	GRADE	DEPT.	SUGGESTED STRATEGIES/RESOURCES
#1 Demonstrate self-awareness by identifying his major abilities, interests, values and achievements. **ELEMENTS** Self-awareness Values Clarification	9th (10th optional*)	Guid/SS/LA	EAC Creating Your Future: Module A "Developing Awareness for Career Commitment" Film Strips: SVE - "Commitment to What?" "Who Are You?" "Discovering What Life's All About" "What Do You Believe About Life?" GA - "The Adolescent Experience" film strip series "The Changing Work Ethic" "Job Attitudes" Survey results related to aptitudes, interests, achievement
	10th	Guid/SS/LA	Values Clarification: Sid Simon (Continue Values Clarification at this level)

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*In first year of project, may be presented in 10th grade and above, if student scheduling appropriate and materials are of sufficient quantity.

OBJECTIVE	GRADE	DEPT.	SUGGESTED STRATEGIES/RESOURCES
#2 Relate his abilities, interests, achievements, personal values and influence of others' values to occupational areas.	9th (10th where possible)	Guid/SS/LA	"Changing Times", Career Directions Unit I, "Deciding What You Want to Do" Creating Your Future: Module E, "Planning Your Future"
ELEMENTS Career Decision-making			Film Strips: "Learning to Make Decisions" "Choosing A Career" "What is a Job?" "Changing Times' Unit II, "Choosing the Kind of Job You Want" Broward Unit on Decision-making

OBJECTIVE	GRADE	DEPT.	SUGGESTED STRATEGIES/RESOURCES
#3 Demonstrate beginning competencies needed to obtain and maintain employment and to progress in the world of work.	9th (10th where possible)	Guid/LA	Department of Education, Employability Skills/with film strip Creating Your Future: Module B, Learning Habits to Build Your Career Creating Your Future: Module F, Education for Your Future
ELEMENTS Employability Skills			Film Strips: "Why Study?" "What Good is School?"
		Guid/SS	Creating Your Future: Module C, Developing a Life-Style for Career Success Creating Your Future: Module D, Developing Leadership Skills for Career Opportunities Adventures in Success: Ed. Development Corp.

	OBJECTIVE	GRADE	DEPT.	SUGGESTED STRATEGIES/RESOURCES
#4	Explore occupational cluster areas, noting key occupations and the educational requirements, economic implications, required skills and job opportunities related to occupations.	9th-12th 9th & 10th emphasis	All areas relative to placement of clusters, in depts.	Prepared outline "Educational and Occupational Information" (Oklahoma Department of Education) Prepared units and guides West Virginia and Orange cluster survey materials. Transparencies.."Career Exploration" VIEW materials- Cluster breakdowns--Texas Education Agency Filed brochures
	ELEMENTS Career Exploration, Educational Awareness, Economic Awareness			Film Strips: "Job Opportunities Now" series "Westinghouse Series" Resource people from community

	OBJECTIVE	GRADE	DEPT.	SUGGESTED STRATEGIES/RESOURCES
#5	Identify and utilize sources of career counseling to make a tentative commitment to a career direction and register in appropriate courses.	End of 10th and above, as needed	Guidance/through class activities	Leon High curriculum guides. Prerequisite information related to selected program. Group career counseling. Individual counseling. Resource persons from other agencies and community. "The Self-Directed Search", John Holland, Consulting Psychologists Press, Palo Alto, California

	OBJECTIVES	GRADE	DEPT.	SUGGESTED STRATEGIES/RESOURCES
#6	Develop specific employability skills needed to obtain and maintain employment. **ELEMENTS** Employability Skills	11th and 12th target	Guid/O.S. in classroom Special areas, i.e. Coop. H.E.	Transparencies: "How to Get a Job" "Preparing for Interviews" Orange County Unit "Changing Times", Career Directions Unit III, Entering the Job Market Unit IV, Staying With It and Getting Ahead SVE-Job Survival Kit Department of Education, Employability Skills with film strips.

	OBJECTIVES	GRADE	DEPT.	SUGGESTED STRATEGIES/RESOURCES
#7	Identify the relationship between academic training (general background and basic skills courses) and career opportunities/preparation. **ELEMENTS** Educational Awareness	9th-12th 11th, 12th emphasis	All areas.	Relate subject areas to occupations by identifying which occupations require skills included in your area using cluster material (West Virginia, Ohio, Texas) brochures, units guides, commercial materials, VIEW, resource persons, etc. to develop unit on above where needed. Commercial materials i.e. "Why Math" by Mafex Co.

	OBJECTIVE	GRADE	DEPT.	SUGGESTED STRATEGIES/RESOURCES
#8	Develop occupational/academic skills needed for entry level employment, advanced occupational training or higher educational training relative to his career choice.	9th-12th (11th, 12th emphasis)	All areas through cluster placement and by relating academic skills in areas (Occupational Specialists assistance)	Identify low level jobs within assigned cluster and subject area Identify and develop mini-courses for salable skills within academic area, (i.e. Orange County units) Fuse academic area content with specific occupations (i.e. math, foreign languages) Expand vocational skills - development co offerings. Develop skills required for college progra Provide shadowing, internship experiences. Units from other projects.

ELEMENTS

Beginning Competencies/
Job preparation

	OBJECTIVE	GRADE	DEPT.	SUGGESTED STRATEGIES/RESOURCES
#9	Identify his choice of placement - higher education, vocational/technical education or employment-following graduation.	12th	Guid/Placement Using HR time.	Individual/group counseling. Employer and admissions officer contacts.

ELEMENTS

Decision-making

LEON DISTRICT CAREER EDUCATION PROJECT

CURRICULUM/GUIDANCE GOALS AND OBJECTIVES

VOCATIONAL/TECHNICAL SCHOOL

General Objectives: To provide opportunities for adults to develop self-awareness by identifying their major abilities, values, interests, achievements and relating these to a career choice.

To provide opportunities for adults to explore occupational clusters and to develop occupational/academic skills needed for entry level employment, advanced occupational training or higher level education relative to their career choice.

To provide opportunities for adults to acquire and to develop employability skills necessary to obtain and maintain employment.

To provide opportunities for adults to update job skills and retrain as desired.

To provide opportunities for adults to become active in varied fields of interest and to develop skills for use during leisure time.

To continue to provide alternative programs for those individuals who do not choose to pursue an academic direction.

To inform the community of available services and afford them an opportunity to provide input for program revision and/or development consistent with their needs.

Specific Objectives: The student will

--demonstrate self-awareness by identifying his major abilities, interests, values and achievements

--relate his abilities interests, achievements, personal values and influence of others' values to occupational areas

--demonstrate beginning competencies needed to obtain and maintain employment and to progress in the world of work

LEON DISTRICT CAREER EDUCATION PROJECT

CURRICULUM/GUIDANCE GOALS AND OBJECTIVES

VOCATIONAL/TECHNICAL SCHOOL (continued)

--explore occupational cluster areas, noting key occupations and the educational requirements, economic implication, required skills and job opportunities related to occupations

--identify and utilize sources of individual career counseling to make a tentative commitment to a career direction and to register in appropriate courses

--develop specific employability skills needed to obtain and maintain employment

--identify the relationship between academic training (general background and basic skills courses) and career opportunities/preparation

--develop occupation/academic skills needed for entry level employment, advanced occupational training or higher educational training relative to his career choice

--identify his choice of placement--higher education, vocational/technical education or employment--following graduation

--explore and select fields of interest and develop skills necessary for enjoyment of leisure interests

THREE DIMENSIONS OF THE FAIS PROGRAM

GRADES K-8

I. VALUING SKILLS

a. Identifying values --determining what is important to others that causes them to believe, to behave, and to choose as they do.

b. Clarifying values --determining what is important to me and what motivates me to act.

c. Managing conflicting values --carefully weighing alternatives and choosing which is most important.

d. Developing empathy --understanding how another feels and affording him respect for the dignity and worth of his feelings.

II. THINKING SKILLS

a. Observing and reporting
b. Making comparisons
c. Classifying
d. Explaining
e. Summarizing
f. Interpreting
g. Concluding
h. Generating hypotheses
i. Generalizing
j. Probelm-solving
k. Imagining
l. Generating alternatives

III. CAREER CONCEPTS

1. People work to satisfy many needs.
2. Many work roles may satisfy a person's needs and interest.
3. Everyone makes Career decisions.
4. Career development is a lifelong process.
5. A person's work role is influenced by his environment.
6. People are unique and should not be stereotyped according to their occupations.
7. Work roles are interdependent.
8. The status of an occupation should not indicate its worth to society.
9. Technology brings about change in our society.
10. Work roles for some maybe leisure-time activities for others.

THE VALUING APPROACH TO CAREER EDUCATION
Objectives K-2 Series

Learning Sequence A

1. For the child to draw himself and to focus upon the fact that he is a unique individual with a unique appearance recognized by others.

2. For the child to express a preference for a favorite story and in doing so to demonstrate how his interests are similar to and different from those of others in the class and to determine if reading is one of his favorite pastimes.

3. For the child to examine work roles in the story Hannibal Lost and in doing so to understand that people work for many reasons and that work roles involve helping and depending.

4. For the child to play the Helpers Game and to compare and contrast the work roles of twelve different workers in terms of the tools they use, the clothes they wear, and the environments in which they work.

5. For the child to participate in the Build A Town activities and in doing so to examine the interdependence of the community's businesses, homes, and people.

6. For the child to portray himself in the role of one adult worker and to hypothesize about worker roles he might enjoy someday.

7. For the child to compare and contrast work roles with play roles and to clarify those roles that are most important and least important to him now.

8. For the child to draw his favorite toy or game and in doing so to examine how he spends or would like to spend his leisure time.

9. For the child to participate in The Company Cleanup activities and in doing so to explain the necessity for assuming responsibilities.

Learning Sequence B

1. For the child to examine outward similarities and differences in himself and others and in doing so to understand that he is unique.

2. For the child to draw his favorite clothing and in doing so to recognize that clothing is one way that people express their individuality.

FAIS PERFORMANCE OBJECTIVES GRADES 3-5

Learning Sequence A

1. For the child to complete two activity sheets, giving both a written and a pictorial description of himself and in doing so to recognize that he is a unique person.

2. For the child to organize and present an exhibit about himself and in doing so to identify his own interests, feelings, and future plans.

3. For the child to write a news story or describe a work of art and in doing so to draw conclusions about the different ways in which people perceive objects or events.

4. For the child to read and listen to the first part of the story of Benjamin Beadstringer and in doing so to explore the idea that each individual is unique.

5. For the child to read and listen to Part II of the Benjamin Beadstringer story and in doing so to hypothesize about ways in which people who have similar jobs are different and alike.

6. For the child to examine ways in which people learn and places where they can obtain learning and in doing so to recognize that people gain knowledge from many sources.

7. For the child to read an essay on the beaver and in doing so to compare and contrast the beaver's worker attributes with those of human workers.

8. For the child to create a story about prehistoric times and in doing so to hypothesize about why early man and woman worked.

9. For the child to see a filmstrip about the invention of the wheel and axle and in doing so to draw conclusions about ways in which technology affects one's life.

10. For the child to read a story about a Seeing-Eye dog and in doing so to compare the work roles of dogs with those of people and to hypothesize about reasons people work.

11. For the child to engage in drawing activity and in doing so to examine ways in which he is both a consumer and a producer.

12. For the child to invite workers to the classroom and in doing so to explore the value and importance of workers in the community.

FAIS PERFORMANCE OBJECTIVE GRADE 6

Learning Sequence A

1. For the student to complete an activity sheet entitled My Mushroom Patch and in doing so to assess his personal characteristics and relate them to potential occupations.

2. For the student to complete the activity sheet entitled Coat of Arms and in doing so to relate his values to potential occupations.

3. For the student to describe himself in ten words and in doing so to answer the question: Who am I?

4. For the student to create a collage of occupational illustrations and in doing so to imagine himself performing many occupational roles.

5. For the student to participate in the Cluster Game and in doing so to explore a full range of career options.

6. For the student to write a telegram to a fictitious person and in doing so to express a value or identify an issue about which he feels very strongly.

7. For the student to participate in the Cluster Game and in doing so to explore a full range of career options.

8. For the student to complete an activity sheet entitled A Letter to a Foreign Visitor and in doing so to continue to learn about himself and to recognize that he is a unique person.

9. For the student to examine risks involved with certain occupations and in doing so to draw conclusions about his desire for a high-risk occupation.

10. For the student to complete a valuing exercise and in doing so to become aware of those factors that influence the values he holds.

11. For the student to participate in the Cluster Game and in doing so to explore a full range of career options.

12. For the student to complete a Personal Data sheet to be sealed in a time capsule and in doing so to draw conclusions about ways in which he has changed over the years and to hypothesize about ways in which he may continue to change in the future.

FAIS PERFORMANCE OBJECTIVE GRADE 7

Learning Sequence A

1. For the student to read the story The Life and Work of J. P. Bill and in doing so to clarify ways in which a person's work role affects other areas of his life.

2. For the student to participate in imaginary contract negotiations between management and labor and in doing so to draw conclusions about the importance of each group's role.

3. For the student to generate a list of leisure activities for the Bill family and in doing so to draw conclusions about factors that influence a family's selection of leisure-time activities.

4. For the student to participate in a role-playing activity and in doing so to make a value judgment concerning loyalty and honesty.

5. For the student to participate in the Cluster Game and in doing so to explore a full-range of career options.

6. For the student to generate solutions to Mary Bill's problem and in doing so to draw conclusions about the role of a wife and mother in today's society.

7. For the student to relate interests, hobbies, and pastimes to work roles and in doing so to hypothesize about occupations that might satisfy his interests.

8. For the student to participate in the Cluster Game and in doing so to explore a full-range of career options.

9. For the student to role-play a situation involving work ethics and in doing so to examine his values concerning honesty.

10. For the student to listen to an open-ended story and in doing so to hypothesize about the importance of financial security in one's life.

11. For the student to participate in the Cluster Game and in doing so to explore a full-range of career options.

12. For the student to examine various work locations and in doing so to draw conclusions about the advantages and disadvantages of living and working in certain areas of the country.

FAIS PERFORMANCE OBJECTIVE GRADE 8

Learning Sequence A

1. For the student to become familiar with the valuing decision-making model and in doing so to discover that making good decisions involves using a systematic approach.

2. For the student to become acquainted with early decision-making methods that were based upon superstition and in doing so to draw conclusions about the advantages of making decisions on a more factual, scientific basis.

3. For the student to participate in the Cluster Game or related career-exploration activities and in doing so to explore a full range of career options.

4. For the student to focus his attention on important decisions that he will have to make during the next ten years of his life and in doing so to begin to develop a basis for making sound career decisions.

5. For the student to compare student decisions with adult decisions and in doing so to continue developing a basis for making sound career decisions.

6. For the student to examine factors that affect one's approach to decision-making and in doing so to clarify the advantages of making decisions based upon fact rather than chance.

7. For the student to examine the impact that factual information has on decisions and decision-making and in doing so to recognize that facts are filtered through one's value system before a decision is made.

8. For the student to participate in the Cluster Game or in related career-exploration activities and in doing so to explore a full range of career options.

9. For the student to engage in valuing activities involving stereotyping and in doing so to gain insights into the fallacies of stereotyping people according to their occupations.

10. For the student to participate in the Cluster Game or in related career-exploration activities and in doing so to explore a full range of career options.

11. For the student to investigate several occupations that are subject to stereotype and in doing so to understand....

FAIS MATERIALS

K-2 PROGRAM

TEACHER'S MATERIALS

- Facilitators Guide
- Lesson Activity Spirit Masters
- Correlation Chart

PRINTED MATERIALS FOR STUDENTS

- Hannibal Hippo Read-Me-A-Story Series (6 books)
- The Do-It Dust Factory Read-Me-A-Story Series (5 books)

A-V MATERIALS

- Hannibal Hippo Series - Filmstrips & Cassettes
- The Do-It Dust Factory - Filmstrips & Cassettes
- Concept Posters

GAMES

- Hannibal Earns and Spends Game
- Helpers Three-in-One Game
- Hannibal Hippo Glove Puppet

OTHER

- The Becoming File
- Pre-course Tests
- Post-course Tests

FAIS MATERIALS

3-5 PROGRAM

TEACHER'S MATERIALS

Facilitator's Guide
Correlation Chart

PRINTED MATERIALS FOR STUDENTS

Adventures in Valuing Read-Along Books (35)
The Subway Adventure Read-Along Books (35)
The Animal Worker Series Reading Sheets
(35 each of 6)

A-V MATERIALS

You are There - Filmstrips and Cassettes
It's Your Choice - Filmstrips and Cassettes
Adventures in Valuing - Listening Tapes
The Subway Adventure - Listening Tapes
Concept Posters

GAMES

The Fortune Fun Game
School Values Auction Game
Worker Charades Game

OTHER

Pre-course Tests
Post-course Tests
The About Me File

DITTO MASTERS USED WITH FAIS

GRADE Kindergarten

SEQUENCE AND LESSON		BECOMING FILE used on		LESSON ACTIVITY
SEQUENCE A, LESSON	1	(K,1,2)	#1	
	2	(K,1,2)	#2	
	6	(K,1,2)	#14	
	8	(K,1,2)	#3	
	9		—	#1,2
SEQUENCE B, LESSON	2	(K,2)	#13	
	5		—	#3
	7	(K,1,2)	#5	
	8		—	#4,5
	10		—	#6
	11	(K,1,2)	#15	
	12	(K,1,2)	#16 (missing from some ditto books)	
SEQUENCE C, LESSON	3		—	#7
	4		—	#8
	6		—	#9,10
	7	(K,1,2)	#12	
	9		—	#11,12
	10	(K,2)	#18	
	11	(K,2)	#17	
	12			#13

GRADE First

SEQUENCE AND LESSON		BECOMING FILE used on		LESSON ACTIVITY
SEQUENCE D, LESSON	2		#14	
	5	(1,2)	#20	
	8		—	#14
	9	(1,2)	#9	
	10	(1,2)	#8	
SEQUENCE E, LESSON	3		#5	
	5	(1,2)	#6	
	8		#3	#15,16,17,18
	10		—	#19,20
	12		#15	
	13		#16	
SEQUENCE F, LESSON	2	(1,2)	#19	
	7		—	#21,22,23
	8	(1,2)	#10	
	9	(1,2)	#11	
	12			#24
	13	(1,2)	#4	
SEQUENCE G, LESSON	1		#2	
	4		—	#25
	5		#12	
	11		#7	
	12		#1	

GRADE Second

SEQUENCE H, LESSON	1	#1	
	4	#2	
	7	—	#26
	8	—	#27
Less 9			#28
	10	#1	
SEQUENCE I, LESSON	2	#14	
	9	#9	
	10	#8	
	12	#15	
	13	#16	
SEQUENCE J, LESSON	4	—	#29,30
	5		#31
	9	#19	
SEQUENCE K, LESSON	3	#20	
	4	—	#32
	6	#13	
	8	#6	
SEQUENCE L, LESSON	1	—	#33
	4	#10	
	5	#11	
	8	#18	
	9	#17	
SEQUENCE M, LESSON	3	#5	
	7	#20	
	9	#3	
SEQUENCE N, LESSON	1	#4	
	2	—	#34
	7	#12	
	8	#1	

GRADE Third

SEQUENCE AND LESSON			ABOUT ME FILE, SPIRIT MASTERS
SEQUENCE A, LESSON	1		#1,2 (used in 3rd & 4th grades)
	5		#3
	9		#4
	12		#5
SEQUENCE B, LESSON	12		#9
	14		#6
SEQUENCE C, LESSON	9		#7
SEQUENCE D, LESSON	111		#8
SEQUENCE E, LESSON	12		#12
SEQUENCE F, LESSON	5		#13,14
SEQUENCE G, LESSON	10		#5

GRADE Fourth

SEQUENCE AND LESSON		ABOUT ME FILE, SPIRIT MASTERS
SEQUENCE E, LESSON	8	#10
	9	#11
SEQUENCE F, LESSON	9	#1,2
SEQUENCE G, LESSON	7	#15,16
	8	#17,18
SEQUENCE H, LESSON	1	#19,20
GRADE Fifth		
SEQUENCE K, LESSON	4	#21
SEQUENCE L, LESSON	4	#22
	9	#23

Dittos needed for Games — 4th grade— "Fortune Fun Game" -- 8 masters

— 5th grade— "School Values Auction Game" -- 5 masters

APPENDIX B

COUNSELOR'S TIME-USE RECORD

GUIDANCE ACTIVITIES SUMMARY

COUNSELOR'S TIME-USE RECORD

HOURS		Mon.		Tues.		Wed.		Thur.		Fri.
9										
8										
7										
6										
5										
4										
3										
2										
1										

Name____________________________
School____________________________
Week of___________________________

Categories

1. Individual Counseling
2. Group Counseling
3. Consulting with teacher
4. Planning and preparation of materials and records.
5. Participating and observing in classrooms.
6. Consulting with parents.
7. Consulting with principal, CC, or ACC.
8. Consulting with special service personnel (Staffing)
9. Professional meeting.
10. Testing
11. Student Council
12. New Student orientation
13. Duties unrelated to guidance

Career Education

GUIDANCE ACTIVITIES SUMMARY

SCHOOL__________________ COUNSELOR__________________

MONTH__________________

Fill in below with numbers in appropriate groups. Some groups may be filled only occasionally.

1. Individual Clients__________________
   (5 or more times)
2. Groups (10 or less)__________________
3. Classroom Guidance__________________
   (10 or more)
4. Teacher Consultation__________________
   (Individual basis)
5. Parent Consultation__________________
6. Teacher Groups__________________
   (Teams, grade levels, etc.)
7. Parent Groups__________________
   (Study groups, etc.)
8. Large Groups__________________
   (PTA, in-service, etc.)
9. Outside Agencies__________________
10. Student Council__________________
11. Other (specify)__________________

APPENDIX C

PLACEMENT AND FOLLOW-UP MODEL

FLOW CHART OF PLACEMENT SERVICES

DATA COLLECTION FORMS

TABULATION OF PLACEMENT DATA--1974 AND 1975

LEON DISTRICT SCHOOLS

PLACEMENT AND FOLLOW-UP MODEL

APPROVED BY LEON
COUNTY SCHOOL BOARD
IN REGULAR SESSION
JUNE 25, 1974

Ned B. Lovell

I. Assumptions

A. Considering the lack of specific funding for implementation of the legislative mandate for placement and follow-up (Chapter 72-235, Laws of Florida), the District School Administration desires a school based model that will meet as many of the needs of youth leaving our schools as possible at the lowest cost to the school district.

B. Personnel at the district level will consist of a Coordinator of Placement and Follow-Up and a secretary working under the Director of Pupil and Personnel Services.

C. Personnel at the school level will consist of the present Guidance Counselors and one additional Occupational Placement Specialist at Lively Vocational-technical School and at each of the high schools.

D. That school based placement personnel will be provided office space that lends itself to private counseling; direct access telephone service; clerical assistance to man telephones and do the necessary typing and record keeping.

E. That school based placement personnel will not be assigned school duties that are not included in their job descriptions and that their scheduling will remain flexible in order to allow them to meet their responsibilities beyond the school environment.

F. That necessary record keeping forms and follow-up instruments will be designed or adapted from other operational placement and follow-up models as implementations of the Leon District model progresses.

II. Functions of Placement and Follow-Up:

A. The function of placement will be to provide assistance to all individuals leaving the Leon District Schools through dropping out, graduating, or completing a skill training program in finding a job, enrolling in a post secondary educational institution, enrolling in a skills training programs, or in joining a branch of the Armed Forces.

B. The function of follow-up will be to gather, evaluate and disseminate data relative to Leon District School's educational and training programs and placement services from employers, educational training institutions, and former students of the Leon District Schools.

III. Objectives:

A. District and school placement personnel will plan and provide on a continuing basis placement assistance when desired to all individuals leaving the Leon District Schools.

B. District and school placement and follow-up personnel will provide information relative to the local and regional job market for use of teachers and students.

C. District and school follow-up personnel, in coorporation with the Associate Superintendent for Instruction and the Director of Pupil Personnel Services, will plan, provide for and conduct follow-up studies of former students for a minimum of one year after the individual has left school. Pertinent information gathered from such studies will be used to develop plans to meet present and future needs of students.

IV. The following is a brief description of the processes and activities that will need to take place with implementation of this Placement and Follow-Up model

A. Placement:

1. Each SCHOOL LEAVER (DROP-OUT) will be offered

placement assistance based on the individual's aptituded, interests, and skills;

(a) the school occupational placement specialists or guidance counselors will interview drop-outs and offer job placement assistance at the time the student is processing to exit the school system;

(b) the occupational placement specialist will contact those students who fail to follow the proper withdrawal procedure in order to offer placement assistance and complete the exit interview form;

(c) the Occupational Placement Specialist will cooperate with the school Guidance Counselor and the leaver to determine the desires and skills of individuals in (a) and (b) above, screens available jobs or training opportunities, and assists the individual in securing suitable employment and/or training;

(d) the Coordinator for Placement and Follow-Up will develop and maintain a job file of local employment openings.

2. Each INDIVIDUAL GRADUATING FROM HIGH SCHOOL OR COMPLETING A SKILL PROGRAM AT THE VOCATIONAL TECHNICAL SCHOOL will be offered placement assistance based on the individual's desires, aptitudes, interest, and skills:

(a) the school administration through their occupational placement specialists, guidance counselors, teachers and staff should determine the number of seniors and those completing skills training desiring placement assistance and compile a list by name and type/kind of placement assistance requested;

(b) the Occupational Placement Specialist will establish files of those graduates and skilled students desiring placement assistance by name, address, type/kind of assistance desired, Example: those seeking employment assistance, those seeking assistance to pursue further education or training, or those seeking a combination of these;

(c) the head of the school guidance department or other responsible school officials should assign case loads to those who will provide placement assistance.

(d) the Guidance Counselor will assist those individuals re-entering, graduating, or moving to another training institution and seeking additional educational or training placement assistance in securing needed information and applications as required. If part-time employment is needed by these individuals within the district the counselor will refer them to the occupational placement specialist of their school. If the educational or training institution is outside the district, the counselor will refer the student to the appropriate officer of that institution;

(e) the Occupational Placement Specialist will work cooperatively with job skill area teachers in placement of students completing their programs;

(f) the Occupational Placement Specialist and the individual seeking job placement assistance will assess the desires and skills of the applicant, search out available jobs, and provide other needed assistance until the individual's placement needs are met;

3. Placement and Follow-Up Personnel will work cooperatively with district approved community agencies which carry on job placement services, such as the Florida State Employment Service and its Job Bank, the Community Action Program, Youth Employment Services, Inc., Public Employment Program (PEP), Neighborhood Youth Corps, etc., within

guidelines established with these agencies;

4. Placement records will be maintained by the district Placement and Follow-Up office, Guidance Counselors, and Occupational Placement Specialist with the assistance of the clerical staff that will indicate:
   a. the number of school leavers, high school graduates and those completing skill area training and requesting placement assistance;
   b. employers hiring school leavers, high school graduates, and skill training graduates;
   c. individuals desiring placement assistance but not yet placed;
   d. the names of exiting students placed, their employer, supervisor, and address of employment for follow-up purpose;
   e. the effectiveness of placement services;
   f. a summary of the difficulties encountered in placing individuals;
   g. the effectiveness of preparatory programs as they relate to placement, e.g. lack of employability skills, lack of specific entry level skills, inability to read at the appropriate level, inability to do necessary computational work, inability to communicate orally or in writing and other related areas.

B. Follow-Up:

1. The Associate Superintendent for Instruction is responsible for seeing that follow-up studies are conducted that will determine the degree to which instructional programs are meeting their stated goals and objectives and if these stated goals and objectives are adequate in light of evaluation by employees and employers in the working world!
   (a) the design of any follow-up survey instruments for students (other than Vocational-technical and Adult Education students is the joint responsibility of

the Associate Superintendent for Instructions, the Director of Pupil Personnel Services working with a community of representative employees and employers and the Associate Superintendent for Planning and Systems;

(b) quick retrieval of follow-up information and valid statistical data is essential if information rerelated to the performance of former students in post school endeavors is going to be used in building instructional programs;

2. The Director of Vocational, technical and Adult Education is responsible for conducting follow-up studies of vocational students and any follow-up studies of these students must be in cooperation with the Director of Vocational-technical and Adult Education.

C. District Level Placement and Follow-up:

1. The office of the Coordinator for Placement and Follow-Up, would serve as a central clearing house for all placement and follow-up activities. He/She would coordinate the activities of school placement personnel in development of job opportunities, placement and follow-up services, gather information and data needed by the Director of Pupil Personnel Services for placement and follow-up report.

IV. Organization:

1. The individual assigned at the District level will work under the direction and supervision of the Director of Pupil Personnel Services and will have a competent secretary assigned to maintain office, do necessary typing and record keeping.

2. The Occupational Placement Specialist, Guidance Counselors will be under the direction and supervision of the School Principal and be provided clerical assistance to perform routine office procedures.

THE COORDINATOR FOR PLACEMENT AND FOLLOW-UP

Major Function

This individual will be responsible for professional and administrative work in the development and implementation of placement services and follow-up studies for the school system. This includes; coordination and direction of the district-wide placement and follow-up services, working out agreements between other employment and helping agencies and the district for use of their services; and developing and implementing surveys for purposes of placement and follow-up studies. Work is performed with considerable independence with general administrative directions and supervision exercised. Work is reviewed through conferences, meetings, and results attained.

Illustrative Duties

Plans,manages and directs district placement and follow-up functions and services; participates in the assignment, training, supervision and evaluation of placement personnel and their work; assists in the development and administration of policy and procedure for his functions; reviews and makes recommendation on changes in policy, methods and procedures which will effect improvement in economy, efficiency and quality of functions and services; accomplishes a wide variety of important personal contacts in furthering his program; directs the keeping of placement and follow-up records and the production of reports; prepares administrative reports.

Minimum Qualifications:

Knowledge, Abilities, and Skills: Considerable knowledge of: the substance of education and training programs offered district wide; the economic and political structure of the community; laws governing employment practices; general personnel management practices of business and industry; methods and techniques used in organizing, developing and directing large scale placement and follow-up services for people of all ages and abilities. Ability to: organize, communicate and plan effectively; analyze and determine placement needs of individuals with varying abilities,interest and skills.

Training and Experience. A combination of training and experience substantially equivalent to possession of a master's degree with specialization in acceptable fields; five years of progressively responsible teaching and administrative experience; five years experience in personnel administration or related work outside the field of education with at least two of these five years in an administrative position.

Licenses and Certificates Certification in one academic and one vocational related area.

OCCUPATIONAL PLACEMENT SPECIALISTS

Major Function

These individuals are for placement, follow-up and limited counseling work, providing service in the form of assisting potential school leavers, school leavers, graduates, and skill area graduates secure part or full time employment, select further areas of needed education or training and assist in the development of special programs that will allow potential school leavers to complete their education or training. Work is performed at the school site, in the business community, and in individual homes with considerable independence with general administrative direction and supervision exercised. Work is reviewed through conferences, meetings, and results attained.

Illustrative Duties

Work with potential school leavers and help them discover alternative educational programs and assist them in finding part time employment when needed. Consults with counselors in the school as needed on potential school leavers and school leavers with major personal and social problems. Consults with counselors in the school when referrals to other helping agencies are indicated. Contacts employers in the district and develops job opportunities for school leavers, graduates, skill area graduates and potential school leavers desiring job placement assistance. Works with school leavers and graduates that need assistance in gaining admittance to an appropriate training program at the area vocational-technical school. Assists school counselors, teachers, and administrators in developing and organizing special educational programs for potential school leavers. Cooperates with and mak - proper referrals to other agencies that provide employment services. Supervises the maintenance of necessary records in order to make required reports to the school administration and district placement office. Assists in conducting follow-up studies of former students and their employers.

Minimum Qualifications

Knowledge, Abilities, and Skills Considerable knowledge of programs offered in Leon District High Schools and Lively Vocational-techni school;of the local business/industrial community; of the growth and development of adolescence; of placement and follow-up practic a sincere desire to help young people, and a cooperative attitude to both adults and youth; ability to communicate effectively with professional staff and non-instructional personnel.

Training and Experience Two years work experience outside the sch setting is necessary for temporary certification renewable annual Experience in dealing with the public and working with young peopl is most desireable. After three years on temporary certification and completion of district approved training program, the individu upon recommendation for appointment by the district Superintendent to the fourth year may receive a standard rank III certificate as an occupational placement specialist.

A Description of the Leon School District's Placement and Follow-Up Model and the Processes Used in its Development by the Career Education Placement Component Personnel

I. Description of the Leon School District's Placement and Follow-Up Model as approved by the School Board of Leon County and planned changes effective June 30, 1975, is as follows:

A. Personnel:

1. Presently there is a district coordinator for placement and follow-up assigned at the district level to coordinate the activities of school based placement personnel. Effective June 30, 1975, the functions and responsibilities of this office will be assumed by an expanded position of Career Guidance and Counseling. This person will be further charged with the responsibilities of developing a student information system, of supervising the activities of school counselors and occupational placement specialists, and of serving as a member of the pupil personnel service team.

2. School based placement personnel presently consist of five counselors and two occupational placement specialists at each of the high schools and Lively Vocational/Technical School, and one counselor and one occupational placement specialist at each of the middle schools. There are no planned changes in roles or responsibilities of placement personnel at these levels.

B. Functions of Placement are to:

1. Provide assistance to drop-outs and graduates of the Leon District Schools in finding gainful employment commensurate with their interests, desires and abilities.

2. Provide assistance to drop-outs and graduates in selecting and gaining entry into appropriate education institutions or training programs based on their qualifications, interests, desires and aptitudes.

3. Provide to in-school youth who need assistance for either education placement or part-time employment placement using data or criteria provided by the pupil personnel services team (The pupil personnel service team consists of the school counselor, the school occupational placement specialist, the school psychologist, the school social worker/visiting teacher, the school administrator, and the District Director of Pupil Personnel Services.

4. To gather data relative to;
   (a) the effectiveness of placement services provided, and
   (b) the effectiveness and adequacy of instructional goals and objectives.

C. Functions of Follow-Up are to:

1. Conduct annual surveys of former students to help determine if the educational system from which they just left prepared them for their endeavors beyond high school.

2. Conduct periodic surveys of area employers to determine:
   (a) the effectiveness of the district school's educational programs and
   (b) the possibility of job or training placements.

3. Collect and disseminate information relative to local career opportunities and the qualifications necessary for entry into these careers.

4. Evaluate collected data and/or information and disseminate it to appropriate individuals or groups. For example, some data would only be used by the superintendent, some by teachers, some by students and some by the LSV's or other service groups.

D. Placement Process (drop-outs)

1. During the formal withdrawal precedure, preferable as soon as the student indicates he is quitting school, he is referred to a guidance counselor who conducts an exit interview. This is assuming an alternate for quitting school can not be found. If a student quits school without going through the established withdrawal procedure then the occupational placement specialist works with the individual seeking alternatives and completes the exit interview. During the exit interview an effort is made to determine the reason(s) the individual is terminating his/her education. This data is then used for making "appropriate" changes in school programs, goals and objectives.

2. While conducting the exit interview a determination is made as to the desires of the individual relative to placement assistance. If no assistance is wanted then the exit interview form is filed and the individual is contacted periodically to see if he has changed his mind or until contact is lost.

3. If placement assistance is desired the drop out is asked to complete a registeration form, a determination is then made as to the kind of assistance desired and efforts are made to fine or develop the appropriate placement. After successful placement checks made by the occupational placement specialist to determine the progress of the individual. In the event the drop out moves from one school to another within the district he becomes the responsibility of the receiving school.

E. Placement Process (Graduates)

1. At least one month prior to graduation all seniors and individuals at Lively completing vocational/technical programs are requested to complete the pre-graduation information form. This form provides the seniors an opportunity to request placement assistance and indicates to counselors and occupational placement specialist the kinds of assistance they are expected to provide.

2. Those graduates requesting job placement assistance are interviewed by the occupational placement specialist and/or counselor and are registered for placement assistance and a file established showing the areas of employment the individual is willing and qualified to enter. Efforts are then made to find or develop the appropriate job. The individual file remains active for a period of at least one year with periodic checks on the individual progress.

3. Those graduates requesting educational placement assistance are counseled and assistance is provided in securing the appropriate records and completing necessary applications for the kind of placement assistance desired.

F. Follow-Up Process:

1. Sometime between September and December following the year all individuals leaving the Leon District School system, through graduation, completing a vocational/technical program, or dropping out of school, will be requested to complete a survey questionnaire.

2. The results of this survey will be complied and distributed to appropriate individuals and groups.

3. An annual report will be prepared, using data from this survey and data collected through the placement processes, that will show the effectiveness of educational programs goals and objectives. One copy of this report will be given to the school board and one copy will be forwarded to the Commissioner of Education.

II. A Description of the Processes and Procedures Followed in Developing the Leon School District's Placement and Follow-Up Model are as follows:

A. In Service:

1. Early in the project, placement component personnel received in service training through a five day workshop conducted by district personnel with consultants from the Florida Department of Education and other on-going career education projects from within the State. During this workshop it was discovered that little was being done in Florida relative to the placement and follow-up of school leavers.
Concurrently, the Governor signed a bill passed by the Legislature requiring all school districts in the state to provide placement services for all school graduates and drop-outs. It was then decided that this component would try and meet its responsibilities to the project proposal and at the same time comply with the legislative mandate.

2. Further in-service was received through a week of on site visitations to career education projects then in existance within the state. During these on site visitations we found a lot of activity taking place in curriculum development but very little in the way of developing placement systems. Only in Brevard County was there any on-going effort to place students and this was strictly for in-school youth conducted by students supervised by the school guidance counselor.

3. During the course of the next twelve months the Department of Education provided further in-service by conducting several workshops on a regional and state-wide basis. These were significant because leadership was provided. In addition, consultants from states with operational placement and follow-up systems were made available who provided information and knowledge.

4. A search and review of available literature and developed placement models provided further insights and ideas for the tasks ahead.

5. During the summer of 1974, a three day workshop was held for all school personnel involved with implementing placement and follow-up services in September 1974.

B. Development of Rationale, Goals and Objectives:

1. The project proposal, state placement statute and the district's philosophy, goals and objectives were studied very carefully.

2. A consultant from the Department of Education was used to help develop our tentative rationale, goals and objectives.

3. With the assistance of the Executive Secretary for the Tallahassee Chamber of Commerce meetings were held with several business leaders who were asked for their suggestions.

4. From this our rationale, goals and objectives were formulated.

5. Strategies were developed for implementing our objectives first in the project schools and then in all the high schools.

C. Involvement of community agencies providing similar services:

1. Meetings were held with representatives from Neighborhood Youth Center, Youth Service Center and the local employment security agency, etc.

2. Arrangements were made for school placement personnel to make referrals as needed.

D. Involvement of Project School (Leon and Lively) Personnel:

1. The administration designated a counselor and occupational placement specialist at each school as our contact person in that school.

2. These individuals met with project personnel periodically to develop plans for implementing placement services and served as placement agents in the schools.

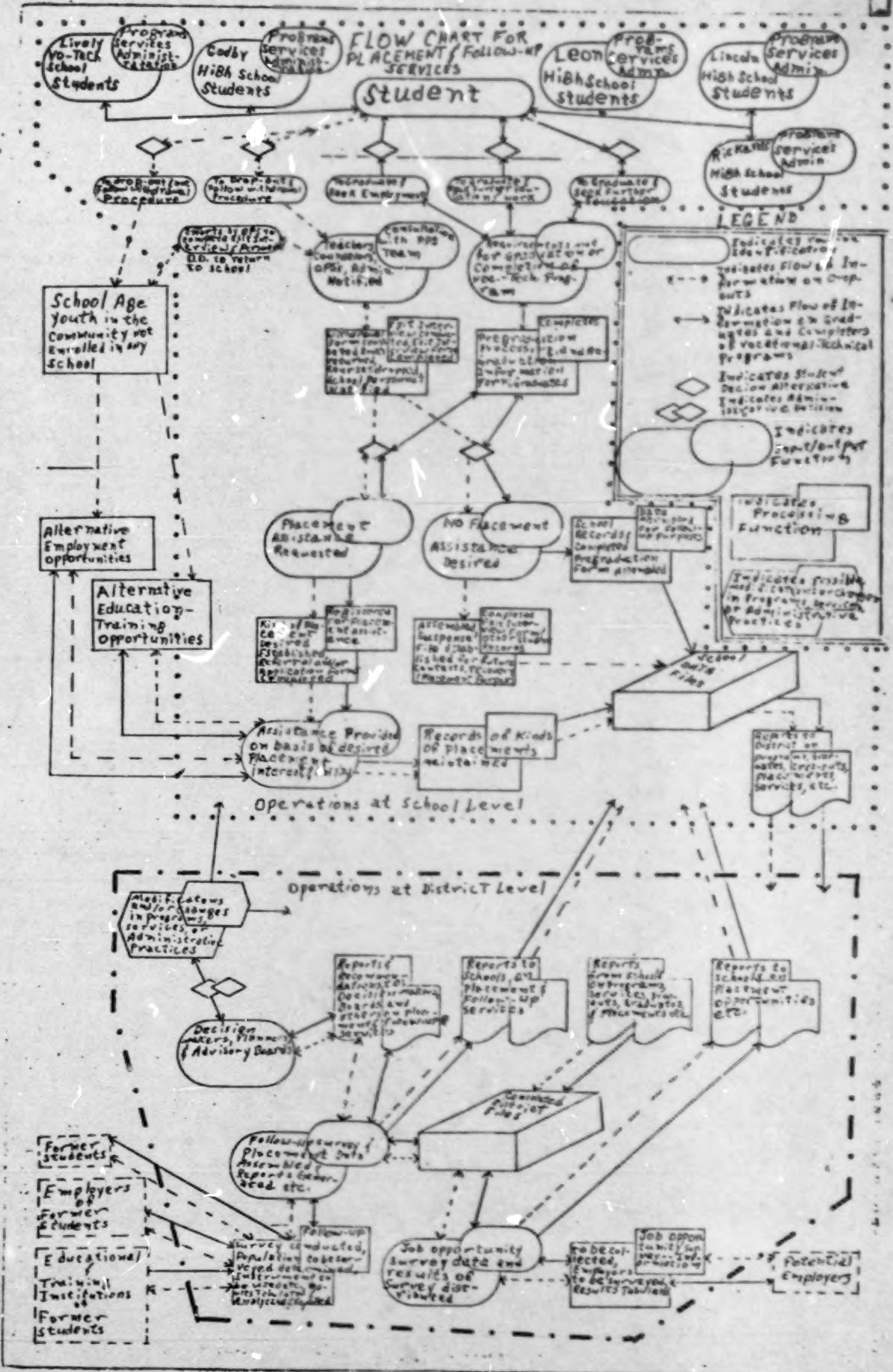
3. A committee made up of counselors, occupational placement specialist, assistant principals for curriculum, and county level personnel was formed to develop a follow-up questionnaire. All high schools and the vocational/technical school had representation on this committee.

E. Support from the Superintendent and his Staff:

1. The Director of Vocational/Technical and Adult Education served as our main liason with the Superintendent.

2. The first two proposals developed and submitted to the Superintendent were rejected as being too unweildy and expensive.

3. The third proposal was a condensation of the first two and was accepted by the Superintendent and adopted by the school board for implementation beginning September 1974 in all high schools in the district as well as the area vocational/technical school.


FLOW CHART FOR PLACEMENT & Follow-up SERVICES
Lively Vo-Tech School Students
Program Services Administration
Godby High School Students
Program Services Administration
Leon High School Students
Program Services Admin.
Lincoln High School Students
Program Services Admin.
Rickards High School Students
Program Services Admin
Student
To Drop-out & Follow Withdrawal Procedure
To Drop-out & Follow Withdrawal Procedure
To Graduate & Seek Employment
To Graduate & Seek Further Education/Work
To Graduate & Seek Further Education
D.O. to return to school
Teachers, Counselors, OPSC, Admin. Notified
Consultation with PPS Team
Requirements met for graduation or completion of Voc.-Tech. Program
School Age Youth in the Community not Enrolled in any School
Preregistration Processing
Completion
Information for Graduates
Placement Assistance Requested
No Placement Assistance Desired
School Records Completed
Data
Alternative Employment opportunities
Alternative Education-Training opportunities
Registered for Placement Assistance
Kind of Placement Desired Established
Application Form Completed
Attempted Suspense File Established for Future Contacts
School Data Files
Assistance Provided on basis of desired Placement interest & skills
Records of Kinds of Placements Maintained
Reports to District on Programs, Graduates, Drop-outs, Placements, Services, etc.
Operations at School Level
Operations at District Level
Modifications and/or Changes in Programs, Services, or Administrative Practices
Decision Makers, Planners & Advisory Boards
Reports & Recommendations to Decision-making Boards
Reports to Schools on Placement & Follow-up Services
Reports from Schools on Programs, Services, Drop-outs, Graduates & Placements etc.
Reports to Schools on Placement opportunities etc.
Centralized District Files
Follow-up survey & Placement Data Assembled, Reports Generated etc.
Follow-up Survey conducted, Population to be surveyed determined
Former students
Employers of Former students
Educational & Training Institutions of Former students
Job opportunity survey data and results of survey distributed
Job Opportunity Survey
Employers to be surveyed, Results Tabulated
Potential Employers
LEGEND
Indicates Position Identification
Indicates Flow of Information on Drop-outs
Indicates Flow of Information on Graduates and Completers of vocational-Technical Programs
Indicates Student Decision Alternative
Indicates Administrative Decision
Indicates Input/output Function
Indicates Processing Function
Indicates Possible Modifications or Changes in Programs, Services or Administrative Practices

Instr. RAD
APP. ______
2/17/74

Leon District Public Schools

Pre-Graduation Information Sheet

The Legislature of the State of Florida has enacted a law that requires each board to establish and maintain job placement and follow-up services for all students graduating from or leaving the public school systems.

In order to be sure that all graduating seniors have the opportunity to take advantage of the placement services that are now available, we are requesting that each of you complete the information asked for on this sheet.

Placement service is now available to help you find a job, select and gain entry into a college or vocational technical school for which you are qualified, and to assist you, if needed, in finding ways to finance your education or training. This service is available to you for one year after graduation.

If after leaving school you decide you would like to use these services you may contact your school counselor, occupational placement specialist or the district placement coordinator.

Name ______________________________ School ____________________

Social Sec. No. ______________________ Telephone No. ______________

Permanent Address ____
Street or RFD, City, State

Parent's /Guardian's Name ______________________________________

Address ________________________________ Telephone No. __________
Street or RFD, City, State

1. (a) Date entered High School/Lively __________ Grade Level of entry ________
(c) Graduation/Completion Date ______________________________

2. Please list the job skills you presently have that qualify you for a job.

____

____

____

____

3. Please list three career choices in order of Preference.

____
(First)

____
(Second)

____
(Third)

Instr. 76
APP. [illegible]
12/12/74

REGISTRATION FOR PLACEMENT ASSISTANCE

Name ________________________ Date ____________
Last First
Age ________ Date of Birth ________________ Sex ____________
Address ________________ ________________ Phone No. ____________
Social Security Number ________________ If you are married
give spouse's name ________________________________
Spouse's Occupation ________________ No. of children ____________
If unmarried give parents' names ________________________
Address ________________________ Phone No. ____________
Occupations: Father ________________ Mother ________________
School you are now attending ________________________
School you last attended ________________ Last grade completed ________
If you left school explain why ________________________
Would you like a job? ______ Full-time or Part-time? ____________
What hours can you work? ____________ If you have had any type of job training
state what kind ________________________________
Where did you receive the training? ________________________
What kind of job would you like? ________________________
Do you have transportation? ____________ List two CAREERS of your choice:
1. ________________ 2. ________________
Would you like additional education and/or job training? ____________
if yes, in what? ________________________________
List your previous jobs and the reasons you left them:
____
____
____
Which job did you like the best? ________________________

DO NOT WRITE BELOW THIS LINE

Placement:
Employer-Firm ________________________ From ______ to ______
Address ________________________ Phone No. ____________
Reason for leaving ________________________________
Employer-Firm ________________________ From ______ to ______
Address ________________________ Phone No. ____________
Reason for leaving ________________________________

Educational Information:
School entered ________________________________
Date of Entry ________________ Date of leaving ________________
Program of study ________________ Was it completed? ____________
Notes:

Instr. 75
App. 5/13/7
12/12/174

LEON DISTRICT PUBLIC SCHOOLS

EXIT INTERVIEW FORMAT

(To be filled out by the interviewer)

Student's Name________________________School______________S.S.#__________
Permanent Address______________________________Telephone No.____________
Parent's or Guardian's Name and Address______________________________
____

1. Date of attendance at this school. Date entered__________ Grade level__________
Date withdrew__________ Grade level__________

2. Is the student presently employed? ___yes ___no If affirmative, the firm's name, address and brief discription of duties. ______________________________
____

3. The student's long term career objectives.______________________________
____

4. The student's reason for leaving school
___financial needs
___military
___marriage
___medical
___pregnancy
___graduated
___full-time employment
___no longer interested
___excessive absences
___overage for grade
___involuntary
___suitable programs not available (please specify)
___many friends quitting
___educational goal completed
___other
____

5. Do you desire placement assistance? ___yes ___no If yes, state kind. (please explain)
____
____

6. Types of placement offered.______________________________

7. How would you rate this school according to how it met your needs?
Poor Excellent
1 2 3 4 5 6 7 8 9 10

8. How could this school have encouraged this student to remain in school?
___offer more courses or programs in______________________________
___offer more counseling services
___give students more opportunity to participate in extra curricular activities
___reduce the cost of activities, supplies, and fees
___provide more information about jobs and careers
___reduce size of classes
___offer more opportunities to become involved in a work-study program
___other (please specify)

9. Does the student plan to return to return to school in the near future? ___yes ___no
___return to this instution at a future date
___vocational-technical school
___night school
___other programs in county
___junior college or two-year college
___college or university

10. In the event we locate a good job for you, what is an alternate address and telephone number where we can reach you?______________________________
____

11. Assessment of the student's reason for withdrawal, if different from #4. ______________
____

Date______________ Signature of Interviewer ______________________________

JOB ORDER

DATE ______________ 197__

COMPANY ______________________ ADDRESS __________________________ ZIP ____________

PHONE ______________ CONTACT M ______________ TITLE ______________________

JOB TITLE ________________ NO. OPENINGS ______________ F ______ M ____________

Starting Rate $ __________

HOURS ________________ DAYS S M T W T F S DURATION ____________

DUTIES ____

____

____

EDUCATIONAL REQUIREMENTS: ____

____

SPECIAL PHYSICAL REQUIREMENTS:

AGE ________ HEIGHT ________ WEIGHT ________ SEX ________

CO. BENEFITS

REFERRALS:

BLUE CROSS

DATE

PENSION PLAN

VACATION POLICY

OTHER

CO. LITERATURE

Instr. RUP – #82
APP. ____________
3/13/75

PLACEMENT AND FOLLOW-UP
MONTHLY REPORT FORM

School ____

Individual Preparing Report ____________________________

For Period ______________________ to ______________________
Month - Day - Year   Month - Day - Year

Placement Information

A. NUMBER OF DROP OUTS THIS REPORTING PERIOD:

1. Registered for Full time Job Placement Assistance ________
2. Registered for Educational/Training Placement Assistance ________
3. Registered for Part Time Job Placement Assistance ________
4. Placed in Full Time Employment ________
5. Placed in Part Time Employment ________
6. Placed in Regular High School Program ________
7. Placed in Vocational/Technical Program ________
8. Placed in other Education/Training Program ________
9. Placed with other helping Agencies ________
10. Awaiting Employment Placement Assistance ________
11. Awaiting Education Placement Assistance ________
12. Total Drop Outs ________

B. NUMBER OF GRADUATES/COMPLETIONS THIS REPORTING PERIOD:

1. Registered for Employment Placement Assistance ________
2. Registered for Educational/Training Placement Assistance ________
3. Placed in Full Time Employment ________

B. Continued

4. Placed in Part Time Employment ________

5. Placed in Vocational/Technical Training ________

6. Placed in Educational/Training
    a. Junior College ________
    b. College ________
    c. Other ________

7. Awaiting Employment Placement Assistance ________

8. Awaiting Educational/Training Placement Assistance ________

9. Total Graduates/Completions ________

C. NUMBER OF POTENTIAL EMPLOYER CONTACTS THIS REPORTING PERIOD ________

D. NUMBER OF JOB SITE VISITATIONS THIS REPORTING PERIOD ________

E. PROBLEMS ENCOUNTERED AND/OR SUGGESTIONS:

____

____

____

Principal's Intial ____________

PLACEMENT & FOLLOW-UP
925 Miccosukee Road
Tallahassee, Florida 32303

FIRST CLASS
Permit No. 284
Tallahassee, Fla.

BUSINESS REPLY MAIL
No postage stamp necessary if mailed in the United States

POSTAGE WILL BE PAID BY

LEON COUNTY SCHOOLS
Post Office Box 2825
Tallahassee, Florida 32304

Instr. 77
App. RBD
12/12/74

EMPLOYMENT REFERRAL AND CONFIRMATION

Applicant's Name ______________________ Date ____________ Social Security No. ______________
Last - First - Initial

Referred to ______________ Address ______________ Phone No. ______________
Person to see ______________ Date and Time of Interview ______________

For Position of ______________ Referred by ______________

Do Not Write Below This Line

Employer: Please fill out this section and return as soon as possible.
Employed _____ (Yes) _____ (No) Starting Date ______________
Applicant refused job ________ Not Qualified ______________
Job Already Filled ________ Applicant Failed Employer Test ________
Applicant Failed Physical ________ Other ______________

School Board of Leon County

Follow-Up Survey

Name ____
Last First Middle or Maiden

Present Address ______________________________________
Number Street/RFD City State Zip

Permanent Address(if different from above) ____________________
Number Street/RFD

____
City State Zip

Directions: Read each item and its choices. Use only a soft lead pencil to darken the "bubble(s)"which best matches your opinion. Make no other pencil marks on this page as it will be machine scored.

EXAMPLE:

☐ City
Florida is a ☒ State
☐ County

1. What are you doing at the present time?

(a) Not employed, and not looking for work -- ☐

(b) Not employed, but looking for work -- ☐

(c) Part-time job -- ☐

(d) Full-time job -- ☐

(e) Full-time housewife -- ☐

(f) Military -- ☐

(g) Student -- ☐

2. Which of the following programs were you enrolled in during your last year in public school?

Regular Academic	DCT	DE	Job Entry	CBE	Vocational	Other	
☐	☐	☐	☐	☐	☐	☐	Specify ______________

3. Did you have a part-time job while attending school? ------------------------ Yes ___ No ___

4. What was the last grade you completed? -------------------------------- 9 ☐ 10 ☐ 11 ___ 12 ___

5. In which of the following schools were you last enrolled? --------------------------------

Godby	Leon	Lincoln	Rickards	Lively
☐	☐	☐	☐	☐

6. Were you enrolled at Lively Vocational/ Technical School:

(a) Not enrolled -- ☐

(b) As a full-time student -- ☐

(c) As a part-time student -- ☐

(d) In a vocational program -- ☐

(e) In the adult high school program -- ☐

7. Of the programs and activities in which you were enrolled or took part while in school have been of value to you since leaving school? Please indicate the number that expresses your feeling using the following scale: 1 very valuable, 2 valuable, 3 some value, 4 no value, 5 not enrolled/did not participate.

	1	2	3	4	5
(a) Social Studies	☐	☐	☐	☐	☐
(b) Language Arts (English, Literature, etc.)	☐	☐	☐	☐	☐
(c) Foreign Languages (Spanish, Latin, etc.)	☐	☐	☐	☐	☐
(d) Math	☐	☐	☐	☐	☐
(e) Science	☐	☐	☐	☐	☐
(f) Art	☐	☐	☐	☐	☐
(g) Vocational courses(Shop, Home Ec., Agriculture, Typing, Bookkeeping, DCT, D.E., W.E., etc.)	☐	☐	☐	☐	☐
(h) Physical Education	☐	☐	☐	☐	☐
(i) Music	☐	☐	☐	☐	☐
(j) Co-Curricular Activities(Sports, Student Gov't, etc.)	☐	☐	☐	☐	☐
(k) Extra Curricular Activities(Social Clubs e.g. Key, Civitan, Optimist, etc.)	☐	☐	☐	☐	☐
(l) Guidance Program	☐	☐	☐	☐	☐

8. Give your opinion as to how the following classroom activities and materials aided you in developing your knowledge and skills. Please use the following scale: 1 very helpful, 2 helpful, 3 not helpful, and 4 never used in my classes.

	1	2	3	4
(a) oral reports/assignments	☐	☐	☐	☐
(b) written reports/assignments	☐	☐	☐	☐
(c) textbook	☐	☐	☐	☐
(d) library books	☐	☐	☐	☐
(e) study guides/workbooks	☐	☐	☐	☐
(f) field trips	☐	☐	☐	☐
(g) instructional games	☐	☐	☐	☐
(h) class discussions	☐	☐	☐	☐
(i) community resource people	☐	☐	☐	☐
(j) teacher lectures	☐	☐	☐	☐
(k) teacher demonstrations	☐	☐	☐	☐
(l) audio/visual aides (movies,slides, tapes, etc.)	☐	☐	☐	☐

9. Please evaluate the following groups on the basis of the services they provided you while enrolled in school:

	V/S	S	U/S	N/A
(a) Administrators	☐	☐	☐	☐
(b) Teachers	☐	☐	☐	☐
(c) Guidance Counselors	☐	☐	☐	☐
(d) Occupational Specialist	☐	☐	☐	☐
(e) Clerical Staff	☐	☐	☐	☐
(f) Cafeteria Staff	☐	☐	☐	☐
(g) Custodial Staff	☐	☐	☐	☐

	Yes	No
10. Did your school experience help prepare you for leasure time activities?	☐	☐

11. Did your school experience help you clarify your values? Yes ☐ No ☐

12. Do you feel the majority of school personnel had a personal interest in you? Yes ☐ No ☐

13. Do you feel there was a need for more job skill development in high school? Yes ☐ No ☐

14. Do you feel the high schools should offer more courses dealing with sex education? Yes ☐ No ☐

15. Did you desire to enroll in a class and could not because:

	Yes	No
(a) the course was not offered	☐	☐
(b) of your class schedule	☐	☐
(c) of academic requirements	☐	☐
(d) of lack of space/or teachers to teach the course	☐	☐
(e) there was not enough equipment to accomodate more students	☐	☐

(f) please indicate course(s) ______________________________

____

16. Do you at the present time think schools need to provide more opportunities to learn about careers? Yes ☐ No ☐

17. Do you think the school you attended should offer more extra curriculum activities? Yes ☐ No ☐

18. Did you desire to enroll in the summer school program and did not because: course not offered ☐ cost too high ☐

19. Are you at the present time:

	Yes	No	Full Time	Part Time	N/A
(a) attending a vocational/technical school	☐	☐	☐	☐	☐
(b) attending a community two year college	☐	☐	☐	☐	☐
(c) attending a four year college/university	☐	☐	☐	☐	☐

20. What is your present area of study? ______________________________

21. What has been the length of your present employment? 6 mo. or less ☐ 6 mo-yr. ☐ 1 yr. or longer ☐

22. How did you get your present job?

(a) On my own ☐

(b) Through my teacher/instructor ☐

(c) Through a school counselor ☐

(d) Through an occupational specialist ☐

(e) Through family or friends ☐

(f) Through the state employment agency ☐

(g) Other ☐ Specify ______________________________

23. My present work is:

(a) related to my vocational/technical training ☐

(b) not related to my vocational/technical training ☐

(c) related to courses I took in high school ☐

(d) not related to courses I took in high school ☐

24. If you are working what type of work are you doing? ______________________________

____

25. Do you desire job placement assistance? -- Yes ☐ No ☐

26. Do you desire educational placement assistance? -------------------------------- Yes ☐ No ☐

(If yes, please register for assistance with the placement officer at the last school you attended.)

27. Please make any suggestions, criticisms or general comments you may desire to make:

____

____

____

____

If we may have permission to contact your school please furnish the name and address of your college advisor in the space provided below and if we may contact your employer please furnish his name and address below. Please date and sign in space provided if you give permission in either case above.

____
Name

______________________________ ______________________________
Street/RFD City

______________________________ ______________________________
State Zip

______________________________ ______________________________
Date Signature

Data for 1974	Jan.	Feb.	Mar.	Apr.	May.	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	To
1. Number dropouts	18	22	70	110	27	15	43		78	101	22	4	51
2. Number graduates	60	0	0	0	0	0		18	12	15	-	-	10
3. # Requesting placement assistance	51	392	392	109	466	61		-	200	205	34	130	204
4. # placed in F/T employment	1	36	30	0	31	15	2	9	34	15	0	1	17
5. # placed in P/T employment	7	23	61	0	0	22			46	33	12	18	22
6. # placed in F/T job training	3	40	36	0	0		1		25	20	8	3	13
7. # placed in P/T job training	3	2	4	0	0				2	1	-	-	1
8. # placed in other programs	0	4	0	0	0		2		6	2	4	1	1
9. # placed in academic programs	6	2	0	0	0		0		6	8	1	0	2
10. Referred to other agencies for asst.	6	221	217	0	0		4		10	28	4	5	495
11. Total number placed	31	191	200	25	63	37	5	9	74	83	25	24	767
2. # Completions job training program	0	40	31	0	31	37	0	15	25	3			182

Data for 1975	Lively	Godby	Leon	Rickards	District Total
1. Number of Dropouts	294	74	102	122	592
2. Number of school dropouts requesting placement assistance (1974-75)	395	64	104	126	689
3. Number of school dropouts placed and types of placements.					
Full time jobs:	72	12	8	54	146
Part time jobs:	104	3	6	9	122
Educational/training placements	41	35	58	65	199
Placed with other helping agencies e.g. Voc. Rehab., DYS etc.	8	8	11	12	39
. Number high school graduates and individuals completing Lively vocational technical programs requesting placement assistance:	82	21	40	14	157
. Number high school graduates and individuals completing Lively vocational technical programs placed and types of placements:					
Number placed on full time jobs:	80	12	5	3	100
Number placed on part time jobs:	0	0	1	4	5
Number placed in Education/training situations:	0	6	2	0	8
. Number of employer contacts reported by school placement personnel:	none reported	116	444	92	652

APPENDIX D

LISTING OF IN-SERVICE WORKSHOPS - JUNE 1973 - JUNE 1975

COST DATA

LEON DISTRICT CAREER EDUCATION PROJECT

IN-SERVICE PROGRAMS

NAME/DATE	NO. OF PARTICIPANTS	OBJECTIVES
Administrative Workshop June 1973 (5 days)	40	1. To orient district personnel to Career Education project.
Orientation and Planning Workshop August 1973 (10 days)	105	1. To orient project school personnel to project. 2. To introduce basic Career Education concepts. 3. To develop a tentative plan for implementing Career Education in existing curricula.
Human Development (Magic Circle) Workshop September 1973 (3 days)	18	1. To introduce participants to Human Development Program ("Magic Circle") activities and materials which relate concepts of human development to classroom activities.
Elementary LOOM Workshops March-May 1974 (1 day)	22	1. To orient participants to LOOM materials and "Hands-On" activities. 2. To plan implementation of related activities.
Middle School LOOM Workshops Feb. - April 1974 (1 day)	23	1. To orient participants to LOOM materials and "Hands-On" activities. 2. To plan implementation of related activities.
Middle School FAIS Workshop March-April 1974 (2 days)	31	1. To introduce FAIS program and plan for implementation in existing program. 2. To select related activities to supplement FAIS program.

LEON DISTRICT CAREER EDUCATION PROJECT

IN-SERVICE PROGRAMS

NAME/DATE	NO. OF PARTICIPANTS	OBJECTIVES
Leon High School Planning Workshop Feb.-April 1974 (2 days)	13	1. To develop over-all program plan and implementation strategies for project high school.
Lively Vo-Tech. Workshop Jan. - Feb. 1974 (2 days)	8	1. To develop a transportable Career Education model for incorporating guidance activities, employability skills and compensatory mathematics and language arts skills into career programs.
Elementary LOOM Workshops August 1974 (1 day)	85	1. To orient remaining elementary project school personnel to LOOM materials and assist them in planning for implementation of related activities.
Middle School LOOM Workshops August 1974 (2 days)	30	1. Orient remaining project middle school personnel to LOOM materials and assist them in planning for implementation of related activities.
Middle School FAIS Workshop August 1974 (1 day)	29	1. To finalize implementation plans and orient remaining faculty members to program. 2. To distribute required resource materials.
Middle School Science Workshops July 1974 & August 1974 (5 days each)	7	1. To develop Career Education/Science curriculum guides. 2. To develop plans for implementing the program.
Leon High School Foreign Language Workshop July 1974 (3 weeks)	2	1. To develop teacher and student curriculum materials relating foreign language skills (Spanish and German) and Career Education concepts.

LEON DISTRICT CAREER EDUCATION PROJECT

IN-SERVICE PROGRAMS

NAME/DATE	NO. OF PARTICIPANTS	OBJECTIVES
Leon High School Science Workshops July-August 1974 (4 weeks)	3	1. To develop teacher and student curriculum materials relating Basic Biology, BSCS Biology and ISCS Science and Career Education concepts.
Leon High School Guidance Workshops June-July 1974 (10 days)	7	1. To plan guidance activities to reach more students. 2. To develop guidance activitie for use of classroom teachers
Placement and Follow-up Workshop August 21,22,23, 1974	37	1. To establish the roles and responsibilities of the school counselors, occupation placement specialists, and district coordinator for placement and follow-up model 2. To adopt and/or develop the forms necessary to implement the district placement and follow-up model. 3. To develop the competencies and skills necessary for usin the Florida State Employment Service's Job Data Bank.
Elementary School FAIS Workshops Nov. 1974 - March 1975 (½ - 1 day each)	125	1. To provide in-depth study of FAIS program and materials for all pilot elementary school personnel, to facilita implementation of program in existing curriculum.
Middle School FAIS Workshops May 20,22,27,29, 1975 June 3,5, 1975	23	1. To review and evaluate FAIS program. 2. To review implementation plan and recommend revisions. 3. To study individual FAIS lessons and revise where necessary.

IN-SERVICE COST DATA

The following costs reflect the expenditure for paid workshop participants and release-time substitutes only:

Elementary Schools		
Concord Elementary School		$1,332.00
Ruediger Elementary School		$2.701.00
Sealey Elementary School		$1,870.00
Sullivan Elementary School		$2,445.00
Timberlane Elementary School		$2,016.00
	Sub-Total	$10,364.00
Middle Schools		
Cobb Middle School		$5,335.00
Raa Middle School		$4,291.00
	Sub-Total	$9,626.00
Secondary/Post-Secondary Schools		
Leon High School		$3,943.00
Lively Vo-Tech School		$ 396.00
	Sub-Total	$4,339.00
	TOTAL COST	$24,329.00

CURRICULUM DEVELOPMENT COST DATA

The following costs reflect expenditures for participants in curriculum development workshops:

Middle Schools		
Cobb Middle School		$ 300.00
Raa Middle School		$ 400.00
	Sub-Total	$ 700.00
Secondary/Post-Secondary Schools		
Leon High School		$1,700.00
Lively Vo-Tech School		$ 588.00
	Sub-Total	$2,288.00
	TOTAL COST	$2,988.00

APPENDIX E

LETTERS OF REQUEST FOR ASSISTANCE

LETTERS OF APPRECIATION AND COMMENDATION

THE INDEPENDENT SCHOOL DISTRICT OF BOISE CITY

CAREER EDUCATION DEPARTMENT, 1207 Fort Street, Boise, Idaho 83702

[illegible] 9/4/74

August 6, 1974

Mrs. Elizabeth Cunningham
Tallahassee, Florida

Dear Mrs. Cunningham:

The Career Education Department of the Boise Public School System is currently engaged in a search for career-related materials. We are particularly interested in integrating our program within the junior high and secondary school curriculum, but welcome any kind of research recently conducted relating Career Education to the classroom, guidance counseling or lists of materials to be used as a resource.

Would you please send any pertinent data or, if this is not possible, a listing of studies and projects with available addresses. Please mail to me in care of the above address.

If there is any fee involved, it would be helpful if we were aware of this prior to making any requests so as to speed the transition process.

Sincerely,

George Washburn

George Washburn
Career Development Specialist

llj

Missoula County High School

ADMINISTRATION BUILDING
915 SOUTH AVENUE WEST
MISSOULA, MONTANA
59801

GEORGE M. ZELLICK
SUPERINTENDENT

DONALD E. DELA
ASST. SUPERINTENDE

August 21, 1974

Mrs. Elizabeth Cunningham
Curriculum Coordinator
Leon County Career Education Project
925 Miccosukee Road
Tallahassee, Florida 32303

Dear Mrs. Cunningham:

As a participant in the mini-conferences held by the Office of Health, Education and Welfare and Dr. Hoyt, I received the rosters of the mini-conferences.

Our district is in the early stages of implementing career education, and are very much in need of materials. Specifically, we would like to have your goals and objectives, organizational chart, and most important, any learning packets or teacher-developed materials that could be adopted directly into our classrooms.

We would be happy to pay for these materials and for any postage involved.

Sincerely,

Joe Roberts

Joe Roberts, Director
Career Education

JR:jaw

PUTNAM
NORTHERN
WESTCHESTER
BOCES
LINKING LOCAL
SCHOOL DISTRICTS
AND THE STATE
THROUGH SERVICE

Putnam Technical Center
BOARD OF COOPERATIVE EDUCATIONAL SERVICES
[illegible] Route 6 - Carmel, New York 10512 • (914) 225-8491

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Supervisory District
of Putnam and
(Northern)
Westchester
counties

Participating
School Districts
Bedford Central
Brewster
Briarcliff
Carmel
Chappaqua
Croton-Harmon
Garrison
Haldane
Hendrick Hudson
Katonah-Lewisboro
Lakeland
Mahopac
Manitou
North Salem
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Deputy Superintendent

Bruce K. Bothwell
Asst. Superintendent

Alvin L. Gitlitz
Asst. Superintendent

Patrick Carlo
Director,
Occupational
Education

James Gilrain
Assistant Director

August 1, 1974

Answered
9/11/74

Mrs. Elizabeth Cunningham
Curriculum Coor. Leon Cty.
925 Miccosukee Road
Tallahassee, Fla. 32303

The Putnam - Northern Westchester Board of Cooperative Educational Services is currently conducting a Career Education Project which has the responsibility of assisting some nineteen local school districts in their attempts to conduct Career Education activities.

Please send my office any materials you have available which could assist us in these efforts. Those of particular interest would include:

1) Curriculum materials developed

2) Strategies employed to initiate Career Education programs

3) In-service programs

4) Evaluation procedures, including copies of instruments used to measure changes in teachers and students

5) References and bibliographies

Thank you for your kind consideration of this request.

Cordially yours,

J B Gilrain

JBG/rms

James B. Gilrain, Ed.D.
Assistant Director

COLLEGE OF EDUCATION

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

DIVISION OF VOCATIONAL-TECHNICAL EDUCATION

September 12, 1974

Mr. James C. Talley, Director
Leon County Career Education Program
925 Miccosukee Road
Tallahassee, Florida 32303

Dear Mr. Talley:

The Division of Vocational-Technical Education, College of Education, VPI & SU has been granted approval for implementation of a curriculum development project for career education for the middle and junior high schools for the Commonwealth of Virginia. Subsequently, the research team is interested in obtaining resource materials or assistance from others who may have been involved in similar projects or who may have on-going programs within the public schools which may be worthy of visiting.

Specifically, the project team will seek to develop a textbook, a student manual, and a teacher's guide for the course "Introduction to Vocations" for grades 7, 8, and 9. Basis for development of the materials will be the fifteen occupational clusters as identified by U. S. Office of Education.

Any suggestions which you can give regarding specific projects to be visited or materials which can be procured, will be most appreciated.

Sincerely yours,

William E. Dugger
(sfa)

William E. Dugger
Acting Project Director

WED/sfa

Address reply to:

Dr. William E. Dugger, Acting Project Director
Curriculum Development Project
Room 8 Smyth Hall
VPI & SU
Blacksburg, VA 24061

JBZ

File - sent a cop
Cunningham
of our program

P. K. YONGE LABORATORY SCHOOL

COLLEGE OF EDUCATION
UNIVERSITY OF FLORIDA, GAINESVILLE 32611

June 14, 1974

File

[illegible]

Mr. James Talley
Director of Career Education
Leon County
925 Miccosukee Road
Tallahassee, Florida 32303

Dear Mr. Talley,

I am writing to you at the suggestion of Dr. Leonard Jackson, Director of Career Education, Alachua County to request a copy of your Description of Development of Leon District Career Education Program. I am particularly interested in the appendices.

During the week of June 17-21, Dr. James Northrop who is the present Director of the FAIS project and I will be conducting a planning workshop at P. K. Yonge Laboratory School, Gainesville, Florida. The purpose of this conference is to develop a workshop to prepare teachers for using the Valuing Approach to Career Education. Any other materials that you might have relating to this approach would also be very helpful to us.

Thank you for your cooperation in this matter.

Sincerely,

Sally Simonis

Sally Simonis
Co-director, Teacher Preparation
Workshop

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

William C. Drainer
Superintendent of Schools

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Plantation
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Pompano Beach
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Dania

October 28, 1974

Career Education Center
Attention: James Talley
925 Miccosukee Road
Tallahassee, Florida 32303

Dear Mr. Talley:

At the recent F.A.M.E. Convention, I attended the concurrent session on "Career Education." Mr. Alan Ragsdale stated that we could secure a bibliography of the materials which have been reviewed. Also I would be grateful to receive any other information on the career education project.

Thank you.

Sincerely,

(Mrs.) Helen S. Mattison
Media Specialist
Professional Library

HM:fk

ADMINISTRATION OFFICES • 1320 SOUTHWEST FOURTH STREET • FORT LAUDERDALE, FLORIDA 33312 • 305/765-6000

GULF COUNTY SCHOOL BOARD
POST OFFICE BOX 969 / PORT ST. JOE, FLORIDA 32456 / TELEPHONE (904) 229-6124

J. DAVID BIDWELL
SUPERINTENDENT

May 21, 1974

Mr. James Talley, Director,
Career Education,
P. O. Box 246,
Tallahassee, Florida.

Dear Mr. Talley:

Mr. Zack Wuthrich talked with you recently concerning Career Development Curriculum. At that time they were in the process of being printed. We would appreciate a copy of same if at all possible.

Thanking you in advance for your kindess and service.

Sincerely,

Frank W. Barnes
Frank W. Barnes,
Career Education
Elementary Specialist

FWB/bl

WILLIAM ROEMER SR. District 1 / J. K. WHITFIELD District 2 / WALLACE GUILLOT District 3 / HERMAN ARD District 4 / GENE RAFFIELD District 5

THE FLORIDA STATE UNIVERSITY TALLAHASSEE 32306

College of Education
Offices of Academic
Advisement & Management
Information Systems

May 16, 1974

Mr. James Talley
Director
Leon County Career Education Project
Leon County Public Schools
Miccosukee Road
Tallahassee, Florida

Dear Mr. Talley:

First let me sincerely thank you and your staff for coming to speak with my class last night. I thought the presentation was well received and I do think it was helpful in our search to understand Career Education. Up until your presentation it had been difficult to see all the things we had been reading about put together into a comprehensive program. Your staff's presentation definitely made a contribution in that area. It was also very interesting to hear how you went about planning your program and the problems, particularly at the high school level and in placement, that have had to be faced. I heard many favorable comments as we were leaving.

I have enclosed a copy of the letter I have sent to Dr. Lovell. I am not famous for my letter writing ability, but I do hope that I adequately reflected our pleasure in having your staff meet with us.

Again, thank you and all of your staff. Your presentation was interesting and very informative.

Sincerely,

Linda A Ramsayer

Linda A. Ramsayer
Counseling and Human Systems
Florida State University
College of Education

Carl

1857

THE FLORIDA STATE UNIVERSITY TALLAHASSEE 32306

College of Education
Offices of Academic
Advisement & Management
Information Systems

May 16, 1974

RECEIVED
MAY 20 1974
SUPERINTENDENT'S

Dr. Ned Lovell
Superintendent
Leon County Public Schools
2757 Pensacola
Tallahassee, Florida

Dear Dr. Lovell:

Last night Mr. James Talley brought his Career Education Project staff to my class to speak. It was our pleasure to have these people meet with us. While we had previously been able to read about why Career Education should be introduced into the schools and had seen such Career Education projects as LOOM demonstrated, we had not been able to really get a feel for what is actually involved in planning for and trying to implement a comprehensive program, K-14. The insights our guests were able to share were well appreciated and the model presented was useful in seeing how the concepts and elements of Career Education can be woven into an existing curriculum.

I am particularly pleased that the Leon County Public Schools has personnel such as these six people who are willing to spend their time and energy in meeting with students. It is very important for many of us to be able to move from the textbook into real life if we are to understand the applicability of such things as Career Education. Mr.'s Talley, Williamson, Corely and Ms's Howell, Haire, and Cunningham were, I believe, very helpful in helping many of the students make that jump.

Again, I would like to express our pleasure in having the Career Education Project staff meet with us last night. They contributed significantly to our exploration of Career Education.

Sincerely,

Linda A. Ramsayer

Linda A. Ramsayer
Instructor of Career Education
Counseling and Human Systems
Florida State University

April 5, 1974

Dr. Ned B. Lovell, Superintendent
Leon County Schools
2757 West Pensacola Street
Tallahassee, Florida 32304

Dear Dr. Lovell:

Please let me take a moment to let you know how helpful the Leon County Career Education Project staff has been to us here in Manatee County. We have visited with Mr. Talley and his staff twice and have received many helpful suggestions and materials.

Florida is fortunate to have such a fine exemplary Career Education project. I am sure that the Leon County Project has aided many other counties.

We look forward to future contacts with them.

Sincerely,

/s/

Dana E. Glass
Career Education Elementary Specialist
Manatee County

cc: Mr. James C. Talley, Director
Career Education Program
925 Miccosukee Road
Tallahassee, Florida 32301

DG:vb

file

February 5, 1974

Dr. Ned Lovell
Superintendent
Leon County Public Schools
2757 W. Pensacola
Tallahassee, FL 32304

Dear Dr. Lovell:

Enclosed you will find a copy of "Career Education: An Introduction," the in-service program which was developed by Pro-CESS and was field tested in Leon County.

I wanted to extend my thanks, once again, for the valuable assistance we received from your office and from Mr. James Talley and Mrs. Keiki Cunningham of the Leon County Career Education Project. Their cooperative attitudes and counsel were of great assistance to our project in producing and testing the materials. The end result clearly reflects some of the ideas and suggestions made to us by Leon County's Career Education staff. Their participation in, and the results of the field tests themselves are being documented in a slide/tape show which will be disseminated to all the Career Education projects around the state.

Mr. Talley has requested multiple copies of the materials to be used in future in-service training programs in Leon County.

Thanking you for your assistance in this matter, I am,

Yours truly,

Romeo M. Massey

Romeo M. Massey
Coordinator
Project Pro-CESS

cc: Mr. James Talley
Mrs. Keiki Cunningham

Career
Education
Curriculum
Laboratory

FLORIDA STATE UNIVERSITY / Johnston Building / 415 N. Monroe Street / Tallahassee, Florida 32301 / 904-224-8867

November 14, 1973

Dr. Ned Lovell
Superintendent of Public Instruction
2757 West Pensacola
Tallahassee, Florida 32304

Dear Dr. Lovell:

As planned, we have held our field test of our career education materials in Leon County and have learned a great deal which will help us improve the instructional program.

I wanted to express my thanks to you and all of the school personnel who so graciously and energetically cooperated with our staff in making the field tests possible. I would especially like to thank Mr. Ralph Nobrega, Principal of the Woodville Elementary School, and Mr. James Talley, Career Education Project Director for Leon County.

The materials, which will be printed in December and have the title "Career Education: An Introduction," will be made available to your district as soon as we get them. If there is any way in which myself, or the Project Pro-CESS staff may be of service to the schools in Leon County, please feel free to contact us.

Thanking you again for your valuable assistance, I am,

Yours truly,

Romeo M. Massey

Romeo M. Massey
Coordinator,
Project Pro-CESS

RMM:jpw

cc: Mr. Ralph Nobrega
✓Mr. James Talley
Mr. Robert Collard
Mrs. Jeanette L. McGlamory

THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA

2418 HATTON STREET
SARASOTA, FLORIDA 33577

February 25, 1974

Mr. James Talley
Director
Leon District Career Education Project
925 Miccosukee Road
Tallahassee, FL 32304

Dear Jim:

I would like to thank you and your staff for letting us visit with you last week. Your interest and enthusiasm gave us a great deal of encouragement.

Thank you for being so hospitable and so generous with your materials.

Special regards to Keiki, Colleen, and Clifton. Hope to see you again soon.

Sincerely,

Frank S. Laudano
Project Director
Career Education

FSL/des

College of Education
Division of Professional and
Clinical Programs

The Florida State University
Tallahassee, Florida 32306

file
A.3

January 16, 1974

Mr. Jim Talley
Career Education Center
925 Miccosukee Road
Tallahassee, Florida 32303

Dear Jim:

Thank you for attending our Task Force meeting on January 8th. I appreciate you giving of your time. Your comments and suggestions were very helpful.

Thanks again.

Sincerely,

John

John Borden

JB/ab

Project Loom

Florida State University
415 North Monroe St. Rm. 510
Tallahassee, Florida 32301

Director
Ernest G. Berger

December 21, 1973

Dr. Ned Lovell, Superintendent
School Board of Leon County
2757 W. Pensacola
Tallahassee, Florida 32304

Dear Dr. Lovell:

We here at Project LOOM (Learner-Oriented Occupational Materials) would like to express our appreciation for the cooperation afforded us by Mrs. Clarice Howell, Coordinator, Guidance and Evaluation, Career Education, in our recent small group tryout here in the Leon schools.

Mrs. Howell impressed us as being knowledgeable, willing, and extremely capable. Certainly her efforts contributed substantially to our success in securing some very essential data.

Working with dedicated, professional people such as Mrs. Howell is an experience that makes it a pleasure to be in education. We consider it a privilege to have been associated with her.

Sincerely,

Ernest G. Berger jw

Ernest G. Berger
Director, Project LOOM

cc: Mr. James Talley
Mrs. Clarice Howell

Learner Oriented Occupational Materials
A K-8 Activity Based Career Awareness Program

THE SCHOOL BOARD
OF PALM BEACH COUNTY, FLORIDA

3323 BELVEDERE ROAD
WEST PALM BEACH, FLORIDA 33406

OFFICES OF
DR. JOSEPH M. CARROLL
SUPERINTENDENT
OF SCHOOLS
3323 BELVEDERE ROAD
TELEPHONE 683-0050
JAMES H. MAYNOR
WEST AREA SUPERINTENDENT
OFFICE 305-996-7617
HOME 305-996-3635

ARTHUR
CHA
DANIEL V
VICE C
F. THEOD
C. ERR
DR. BERNARD
DR. JOHN
MRS. ANN

March 29, 1974

James Talley, Director
Career Education Center
925 Miccosukee Road
Tallahassee, Florida 32303

Dear Mr. Talley;

I am writing to thank-you for sending the Career Education materials. Your materials proved to be very beneficial to us in our new Career Education program in the Belle Glade area.

It would also be quite helpful if I could come to Tallahassee to observe your Career Education program, possibly in a Junior High school.

I would appreciate an immediate reply concerning the observation and possible dates for observing.

Thank-you in behalf of Mr. Jim Maynor, Superintendent of the West Area and our "new" Career Education program.

Thanks again,
Gayle Andr
Gayle Andrews
Occupational Specialist
West Area

cc: Jim Maynor

WEST AREA ADMINISTRATIVE OFFICE 1901 N. W. 16th Street Belle Glade, Florida

ANCHORAGE BOROUGH
SCHOOL DISTRICT
670 FIREWEED LANE • ANCHORAGE, ALASKA 99503
AREA CODE 907 277-6652

OFFICE OF THE SUPERINTENDENT

January 7, 1975

Mr. James C. Talley, Director
Leon County Career Education Program
925 Miccosukee Road
Tallahassee, Florida 32303

Dear Mr. Talley:

Thank you for your recent reply to my request for materials relating to the identification and utilization of Community Resources for Career Education. I assure you the materials will be widely distributed to our Exemplary Project schools and reviewed for possible inclusion within the curriculum. In return I am including a brief description of the system currently being utilized by the Anchorage Borough School District to identify and use Community Resources for Career Education.

This system was developed during the past year in cooperation with Carl Poole of Portland, Oregon, who served as the prime consultant and contractor to the school district for implementation of the system. The system is being implemented this school year and to date we have scheduled over 300 resource personnel or field trips into the community. In addition over 650 students in grades 9-12 are involved in one (1) of our five (5) Work Experience Programs.

If after receiving the abstract you desire additional information about the system or specific information about its development, you can contact myself or Carl Poole, Community Resources for Career Education, 10628 Wygant, Portland, Oregon 97220.

Once again thank you for your assistance.

Sincerely,

E. E. (Gene) Davis, Director
Career Education

EED:sw

THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION

Phone (614) 486-3655

THE OHIO STATE UNIVERSITY
1960 KENNY ROAD
COLUMBUS, OHIO 43210

September 25, 1974

Mr. James Talley, Director
Career Education Center
925 Miccosukee Road
Tallahassee, FL 32303

Dear Mr. Talley:

Thank you for your reply to my request for information concerning career education. The materials which you enclosed and your recommendations of Drs. Burck and Denmark as resource persons at Florida State University are greatly appreciated. Thank you also for your kind offer of further assistance. I will not hesitate to call upon you in the future.

Sincerely,

Lorella A. McKinney
Project Director

LAM/kb

APPENDIX F

LISTINGS OF RESOURCE MATERIALS PROVIDED TO PILOT SCHOOLS

COST DATA

MATERIALS PURCHASED FOR CONCORD ELEMENTARY SCHOOL
CAREER EDUCATION PROGRAM
JULY 1973-APRIL 1975

ADDISON WESSLEY PUB. CO.			
Work Jobs (2 booklets @ $3.95 each)		Total	$ 7.90
ALLYN AND BACON, INC.			
Human Relations Development, A Manual for Educators			$ 9.95
Human Interaction in Education			$ 4.25
		Total	$ 14.20
AMERICAN GUIDANCE SERVICES, INC.			
DUSO Kit D-1R			$ 98.00
DUSO Kit D-2C			$ 98.00
		Total	$ 196.00
CHILDREN"S PRESS			
Superstars Book Paks (4 Booklets)			
Hank Aaron			$ 10.95
O. J. Simpson			$ 10.95
Big City Rodeo			$ 2.25
Haunted by a Paintbrush			$ 2.25
		Total	$ 26.40
COMMUNITY PLAYTHINGS			
Workbenches and vises	(3 @ $56.50 each)		$ 169.50
Tool Kits #H60	(3 @ $64.50 each)		$ 193.50
		Total	$ 363.00
EDUCATIONAL ACHIEVEMENT CORP.			
Color Concept Posters (1 set)			$ 12.00
Hannibal Hippo Glove Puppet			$ 8.00
Facilitator's Guide			$ 35.00
Hannibal Hippo Read-Me-a-Story Series			$ 15.00
Do It Dust Factory Read-Me-a-Story Series			$ 12.50
"Hannibal Earns and Spends" Game			$ 18.75
"Helpers Three in One" Game			$ 35.00
Lesson Activity Spirit Masters			$ 15.00
Pre-tests (1 set)			$ 2.00
Post-tests (1 set)			$ 2.00
"The Becoming File"			$ 29.95
		Total	$ 185.20
EDUCATIONAL DEVELOPMENT CORP.			
"People at Work", Set I		Total	$ 58.00
GUIDANCE ASSOCIATES			
"Career Awareness Field Trip Series"	(FS/Cassettes)		$ 94.50
"People Who Work in Science"	(FS/Cassettes)		$ 45.00
"People Who Help Others"	(FS/Cassettes)		$ 45.00
"People Who Make Things"	(FS/Cassettes)		$ 45.00
		Total	$ 229.50

KING FEATURES			
Popeye Career Booklets	(4 sets @ $3.75 each)	Total	$ 15.00
LITTLE FOLKS STORE			
"Home of Cards"	(Pictures)		$ 3.95
"Happiness"	(Game)		$ 7.50
Puppets	(5)		$ 12.50
		Total	$ 23.95
McMILLIAN PUB. CO.			
What Makes Me Feel This Way?	(Book)	Total	$ 4.95
MEDIA CENTER			
Film for LOOM FS		Total	$ 100.00
RONALD A. TRUMBLE CO.			
Language Master Blank Card Set		Total	$ 9.50
SCHOLASTIC KINDLE FILMSTRIPS			
"Who Am I?"	(FS/Cassettes)		$ 59.50
"Getting Along"	(FS/Cassettes)		$ 59.50
		Total	$ 119.00
SCOTT FORESMAN AND CO.			
"Living Things" Kit		Total	$ 40.50
SOCIETY FOR VISUAL EDUCATION, INC.			
"Urban Life - Picture Story Study Prints"		Total	$ 48.00
STECK-VAUGHN CO.			
"The Human Values Series Teaching Pictures"		Total	$ 18.75
STEREO SALES			
Blank Cassettes	(40)	Total	$ 31.80
MISCELLANEOUS			
TA For Kids	(1 Book)		$ 3.20
Values and Teaching	(1 Book)		$ 3.95
Values Clarification	(1 Book)		$ 3.95
Alive	(1 Book)		$ .93
Build	(1 Book)		$ .93
Level B			$ 7.95
Level 1			$ 7.95
Level 2			$ 7.95
Level 3			$ 7.95
Level 4			$ 7.95
Theory Manual			$ 5.95
		Total	$ 58.66
		Grand Total	$1,550.31

MATERIALS PURCHASED FOR RUEDIGER ELEMENTARY SCHOOL
CAREER EDUCATION PROGRAM
JULY 1973-April 1975

ALFRED ADLER INSTITUTE			
Children, The Challenge (Book)	Total	$	6.95
AMERICAN GUIDANCE SERVICE INC.			
DUSO C280-DUSO D-1R			98.00
DUSO C288-DUSO D-2C			98.00
	Total	$	196.00
ARDEN PRESS			
Communication Catalyst (Book)	Total	$	7.95
BFA EDUCATIONAL MEDIA			
"Jelly Bean Company, Part I: Making and Selling Goods"	Total	$	85.00
BILL'S BOOK STORE			
Between Parent and Child, Ginott (Booklet)	Total	$	1.50
CAPITAL RECORDS AND TAPES			
"Free To Be...You and Me" (Record)	Total	$	5.00
COMMUNITY PLAYTHINGS			
Workbench and Vise H10 (3 @ $56.00 each)			169.50
Set of Tools H60 (3 @ $64.50 each)			193.50
	Total	$	363.00
DUBEY'S BOOKSTORE			
Free To Be...You and Me (Book)	Total	$	6.00
EDUCATION ACHIEVEMENT CORP.			
"The Animal Worker" Series Reading Sheets (3 sets)		$	27.00
Hannibal Hippo Read-Me-A-Story Series (3 sets)			45.00
The Do-It-Dust Factory Read-Me-A Story Series (3 sets)			37.50
Facilitators Guide, K-2			50.00
Facilitators Guide, 3-5			50.00
Lesson Activity Spirit Masters, K-2			15.00
Lesson Activity Spirit Masters, 3-5			15.00
FAIS Program, K-2 (1 complete set)			347.50
FAIS Program, 3-5 (1 complete set)			480.95
Facilitators Guides, K-2, 3-5 (2 sets)			200.00
	Total	$	1267.95
HUMAN DEVELOPMENT TRAINING INSTITUTE			
Human Development Program Activity Guide, Level 5			8.95
Human Development Program Activity Guides, Levels K 1, 2, 3, 4, 5			53.70
Methods in Human Development Theory Manual			6.95
	Total	$	69.60

KING FEATURES

Pop-Eye Series	(2 sets booklets)	Total	$	6.00

LITTLE FOLKS STORE

"House of Cards" (Pictures)			3.95
"Happiness" Game			7.50
Hand Puppets (5)			12.50
	Total	$	23.95

MEDIA CENTER

Film for LOOM Filmstrips	Total	$	100.00

SINGER VISUAL EDUCATION, INC.

"Adventures of the Lollipop Dragon"(FS/C)		$	57.50
"Career Awareness: Primary Introduction to Career Education" (FS/C)			81.50
	Total	$	139.00

SYSTEMS FOR LEARNING, INC.

"Critical Thinking" Transparency/Ditto Book	Total	$	6.95

TG AND Y

Cooking utensils (Measuring Bowls, Spatula, Pitcher)	Total	$	2.13

MISCELLANEOUS

TA for Kids	(1 Book)		$	3.20
Values and Teaching	(1 Book)			3.95
Values Clarification	(1 Book)			3.95
Alive	(1 Book)			.93
Build	(1 Book)			.93
Level B				7.95
Level 1				7.95
Level 2				7.95
Level 3				7.95
Level 4				7.95
Theory Manual				5.95
Cooking utensils (Gayfer's)				35.00
		Total	$	93.66

Grand Total $ 2,382.64

MATERIALS PURCHASED FOR SEALEY ELEMENTARY SCHOOL
CAREER EDUCATION PROGRAM
JULY 1973-APRIL 1975

ALFRED ADLER INSTITUTE

Winning Children Over	(1 Book @ $1.00 each)		$ 1.00
Discipline Without Tears	(2 Books @ $2.50 each)		$ 5.00
		Total	$ 6.00

AMERICAN GUIDANCE SERVICES, INC.

DUSO Kit D-1R			$ 98.00
DUSO Kit D-2C			$ 98.00
		Total	$ 196.00

ARGUS COMMUNICATIONS

Why Am I Afraid?	(1Book @ $1.95 each)		$ 1.95
The Purple Pugassus and His Bravery Trips	(1 Book @ $1.95 each)		$ 1.95
The Purple Pugaseus Cooking School	(1 Book @ $1.95 each)		$ 1.95
The Christmas of the Purple Pugassus	(1 Book @ $1.95 each)		$ 1.95
The Bad Children's Book	(1 Book @ $1.95 each)		$ 1.95
		Total	$ 9.75

BILL'S BOOKSTORE

Values Clarification	(3 Books @ $3.95 each)		$ 11.85
Maintaining Sanity In The Classroom	(2 Books @ $4.95 each)		$ 9.90
Children: The Challenge	(3 Books @ $6.95 each)		$ 20.85
Self Concept and School Achievement			$ 2.50
Career Education and the Elementary School Teacher			$ 4.95
Composition for Personal Growth	(2 Books @ $4.95 each)		$ 9.90
Helping Relationships Basic Concepts			$ 6.50
Discipline Achievement and Mental Health			$ 8.50
The Helping Relationship Source Booklet			$ 5.95
		Total	$ 80.90

CHILDCRAFTS EDUCATION CORP.

3D 172	(1 @ $3.00 each)		$ 3.00
3D 173	(1 @ $3.00 each)		$ 3.00
3D 174	(1 @ $3.00 each)		$ 3.00
3D 175	(1 @ $3.00 each)		$ 3.00
3D 176	(1 @ $3.00 each)		$ 3.00
3D 160	(2 @ $2.00 each)		$ 4.00
		Total	$ 19.00

COUNSELOR FILMS, INC.

Library of Career Counseling Films			
"Math - Who Needs It?"	(1 @ $25.00 each)		$ 25.00
"Reading - Who Needs It?"	(1 @ $25.00 each)		$ 25.00
"Art and Music - Who Needs It?"	(1 @ $25.00 each)		$ 25.00
		Total	$ 75.00

CHARLES W. CLARK CO., INC.			
"Career Kaleidoscope"	(5 FS/Cassettes)	Total	$ 65.00
EDUCATIONAL ACHIEVEMENT CO.			
FAIS Facilitator's Guide, K-2, 3-5 (1 set)			$ 100.00
FAIS Program K-2			$ 480.95
FAIS Program 3-5			$ 347.50
FAIS Facilitator's Guide, K-2			$ 50.00
FAIS Program K-2			$ 50.00
FAIS Program 3-5			$ 100.00
"Career Awarness" K-3			$ 48.00
		Total	$1,176.45
GAYFERS			
Cooking Appliances and Utensils		Total	$ 97.50
LEARNING HANDBOOKS			
Motivating Today's Students			$ 1.25
Building Independent Study Skills			$ 1.25
Developing Values in the Classroom			$ 1.25
		Total	$ 3.75
LITTLE FOLKS STORE			
Games and Puppets			$ 24.00
"Snapshort Memory Game"			$ 3.50
		Total	$ 27.50
MEDIA CENTER			
Film for LOOM FS		Total	$ 100.00
MS. MAGAZINE (Dept. M H)			
Free To Be...You And Me		Total	$ 8.50
RADIO SHACK			
20" - 1 Modular Lab Kit			$ 14.95
10" - 1 Junior Electronic Lab Kit			$ 9.95
VHF "Action Receiver" Kits Police Monitor			$ 10.95
"No Solder" Science Fair Kits			$ 19.95
AM Radio Broadcasting Kit			$ 7.95
AM Radio Kits 2 Transistor			$ 5.95
15 Note Electronic Organ Kit			$ 12.95
65" - 1 Electronic Project Kit			$ 21.95
Professional Dual-Nut Soldering Gun			$ 9.49
Interchangeable Nutdriver Set			$ 3.29
Screwdriver Set			$ 2.99
Stripper/Cutter			$ 1.49
3-Way Crimping Tool			$ 2.29
		Total	$ 124.15
RYTHUM BAND, INC.			
Sop. Ukuleles	(9 @ $8.95 each)	Total	$ 80.55

SEARS ROEBUCK AND CO.

Hoe	(2 @ $3.79 each)		$ 7.58
Shovel	(2 @ $4.09 each)		$ 8.18
Rake	(2 @ $4.79 each)		$ 9.58
Hammers	(10 @ $1.95 each)		$ 19.50
Coping Saws	(10 @ $1.64 each)		$ 16.40
Compression Stapler	(1 @ $5.43 each)		$ 5.43
Staples (3 pkgs.)	(3 @ $.60 each)		$ 1.80
Plank	(1 @ $1.37 each)		$ 1.37
Hand Drill	(2 @ $2.59 each)		$ 5.18
Screw Drivers (3 sets)	(3 @ $4.28 each)		$ 12.84
Hack Saws	(2 @ $2.82 each)		$ 5.64
Vise	(1 @ $5.29 each)		$ 5.29
Clamps	(4 @ $2.49 each)		$ 9.96
		Total	$ 108.75

SELECT - ED INC.

Target Behavior Kit	(2 @ $9.95 each)	Total	$ 19.90

TG AND Y

Cooking Utensils (Measuring Bowls, Spatula, Pitcher)		Total	$ 2.13

TYNDAL HOUSE PUBLISHERS

Dare To Discipline	(2 @ $1.95 each)		$ 3.90

WOOLCO DEPT. STORE #6128

Measuring Spoons	(4)		$ 5.48
Hot Plate	(1)		$ 10.59
Large Pots 4 Qt. covered	(4)		$ 21.96
Electric Handmixer	(1)		$ 10.47
Electric Skillet	(1)		$ 24.97
Broiler Oven	(1)		$ 18.59
12 Qt. Sauce Pans	(4)		$ 19.88
		Total	$ 111.95

MISCELLANEOUS

TA For Kids	(1 Book)		$ 3.20
Values and Teaching	(1 Book)		$ 3.95
Values Clarification	(1 Book)		$ 3.95
Alive	(1 Book)		$ .93
Build	(1 Book)		$ .93
Level B			$ 7.95
Level 1			$ 7.95
Level 2			$ 7.95
Level 3			$ 7.95
Level 4			$ 7.95
Theory Manual			$ 5.95
		Total	$ 58.66

Grand Total $2,375.34

MATERIALS PURCHASED FOR SULLIVAN ELEMENTARY SCHOOL
CAREER EDUCATION PROGRAM
JULY 1973-APRIL 1975

AMERICAN GUIDANCE SERVICE, INC.

1 Set C-288, Duso D-2C Kit	Total	$	98.00

AMERICAN GUIDANCE SERVICE

1 Kit C-280 Duso D-1R (with 21 7" records)	Total	$	98.00

CAPITAL RECORDS AND TAPES

1 Record, Free to Be...You and Me	Total	$	5.95

COMMUNITY PLAYTHINGS

Workbench and Vise (3 #H10 @ $56.50 each)		$	169.50
Set of Tools (3 #H60 @ $64.50 each)			193.50
	Total	$	363.00

CFI
COUNSELOR FILMS, INC., CAREER FUTURES INC.

Children's Dictionary of Occupations (5 @ $5.00)		$	25.00
Career Flushcards (1 Set @ $5.00)			5.00
	Total	$	30.00

CFI
COUNSELOR FILMS, INC., CAREER FUTURES INC.

"Mathematics: Who Needs It?" (1 Film Strip and Cassette)		$	25.00
"Reading: Who Needs It?" (1 Film Strip and Cassette)			25.00
	Total		50.00

DUBEY'S BOOKSTORE

Free to Be:..You and Me (5 books @ $4.95 each)	Total	$	24.75

EDUCATIONAL ACHIEVEMENT CORPORATION

FAIS Facilitator's Guides, Set 1 (K-2) (4 @ $35.00)		$	140.00
FAIS Facilitator's Guides, Set 2 (3-5) (4 @ $35.00)			140.00
FAIS K-2 System (1 Set)			355.70
FAIS 3-5 System (1 Set)			491.85
		$	1,127.55

EDUCATIONAL DEVELOPMENT CORPORATION

Transportation: Our Railroads Jobs Involved 2-10322300 (1 each @ $51.80)		$	51.80
Transportation: An Ocean Port Jobs Involved 2-10122200 (1 each @ $28.00)			28.00
Mothers Work, Too 2-42113700 (1 each @ $42.00)			42.00
Transportation			.27
	Total	$	122.07

EDUCATIONAL DEVELOPMENT CORPORATION

They Need Me 2-40-113200 (1 each @ $28.00)		$	28.00
Two Sides To Every Story 2-41-113300 (1 each @ $28.00			28.00
Open-Ended Stories 2-40-313400 (1 each @ $64.75)			64.75
A City Is Many Things 2-10-113900 (1 each @ $35.00)			35.00
	Total	$	155.75

EDUCATIONAL PRODUCTS

Adventures in the World of Careers			
(1 Set 5 Film Strips and 5 Cassettes)	Total	$	97.50

GAYFERS

Cooking Appliances and Utensils	Total	$	37.00

LEON DISTRICT MEDIA CENTER

Blank Film For "LOOM" Filmstrips	Total	$	100.00

LITTLE FOLKS STORE

Games and Puppets	Total	$	24.00

MISCELLANEOUS

TA for Kids	(1 Book)		$	3.20
Values and Teaching	(1 Book)			3.95
Values Clarification	(1 Book)			3.95
Alive	(1 Book)			.93
Build	(1 Book)			.93
Level B				7.95
Level 1				7.95
Level 2				7.95
Level 3				7.95
Level 4				7.95
Theory Manual				5.95
		Total	$	58.66

GRAND TOTAL $ 2,392.23

MATERIALS PURCHASED FOR TIMBERLANE ELEMENTARY SCHOOL
CAREER EDUCATION PROGRAM
JULY 1973-APRIL 1975

ACHIEVEMENT MOTIVATION PROGRAM			
Posters, Series 3	(1 set @ $8.00)	Total	$ 8.00
ALFRED ADLER INSTITUTE			
Winning Children Over: A Manual For Teachers, Counselors, Principals And Parents.	(30 @ $1.00 each)	Total	$ 30.00
AMERICAN GUIDANCE SERVICE, INC.			
DUSO Kit D-1R	(1 set @ $95.00)	Total	$ 95.00
ARDEN PRESS			
Specimen Set, Burks Behavior Rating Scales	(1 set @ $6.60)		$ 6.60
Teachers' Manuals, Burks Behavior Rating Scales	(1 set @ $2.95)		$ 2.95
Spark, Handbook of activities to motivate teaching of Social Studies K-8	(1 set @ $4.60)		$ 4.60
Communication Catalyst	(1 set @ $7.95)		$ 7.95
	Plus Postage and Handling		$ 2.21
		Total	$ 24.31
BFA EDUCATIONAL MEDIA			
My Home	(1 set @ $12.00)		$ 12.00
My Family	(1 set @ $12.00)		$ 12.00
My Friends	(1 set @ $12.00)		$ 12.00
People I Don't Know	(1 set @ $12.00)		$ 12.00
My Class	(1 set @ $12.00)		$ 12.00
My School	(1 set @ $12.00)		$ 12.00
My Neighborhood	(1 set @ $12.00)		$ 12.00
My Community	(1 set @ $12.00)		$ 12.00
		Total	$ 96.00
		Less 10%	$ 9.60
		Total	$ 86.40
CAPITAL RECORDS AND TAPES			
"Free To Be...You And Me"	(1 @$5.98)	Total	$ 5.98
CFI			
Children's Dictionary of Occupations	(4 @ $5.00)		$ 20.00
Career Flashcards	(3 @ $5.00)		$ 15.00
"Mathematics: "Who Needs It?"	(1 FS/C @ $25.00)		$ 25.00
"Reading: "Who Needs It?"	(1 FS/C @ $25.00)		$ 25.00
		Total	$ 85.00

CHARLES W. CLARK CO., INC.			
"Career Kaleidoscope"	(1 set @ $65.00)	Total	$ 65.00
COMMUNITY PLAYTHINGS			
Workbench and Vise H10	(3 @ $56.50 each)		$ 169.50
Set of Tools H60	(3 @ $64.50 each)		$ 193.50
		Total	$ 363.00
DUBEY'S BOOKSTORE			
Free To Be...You and Me	(1 @ $4.95 each)	Total	$ 4.95
EDUCATIONAL ACHIEVEMENT CORP.			
Hannibal Hippo Read-Me-A-Story Series	(1 set @ $15.00)		$ 15.00
The Do-It Dust Factory Read-Me-A-Story Series	(1 set @ $12.50)		$ 12.50
"The Animal Worker" Series Reading Sheets	(3 sets @ $9.00)		$ 27.00
"It's OK to be Me"	(1 set @ $99.50)		$ 99.50
Adventures in Valuing-Listening Tapes	(1 set @ $17.50)		$ 17.50
FAIS Facilitator's Guide, Set 1 (K-2)			$ 50.00
FAIS Facilitator's Guide, Set 2 (3-5)			$ 50.00
FAIS Program, K-2 (1 complete set)			$ 347.50
FAIS Program, 3-5 (1 complete set)			$ 480.95
Facilitator's Guide, K-2, 3-5 (2 sets)			$ 200.00
		Total	$1,299.95
EDUCATIONAL PRODUCTS			
Adventures in the World of Careers-Cassette/Film Strip Program	(1 set @ $97.50)	Total	$ 97.50
GAYFER'S			
Cooking Utensils		Total	$ 35.00
GUIDANCE ASSOCIATES			
"A Strategy for Teaching Values" (FS/Cassettes)	(1 set @ $17.00)		$ 17.00
"The Trouble with Truth" (FS/Cassettes)	(1 set @ $21.50)		$ 21.50
"You Promised!" (FS/Cassettes)	(1 set @ $21.50)		$ 21.50
"But It Isn't Yours" (FS/Cassettes)	(1 set @ $21.50)		$ 21.50
		Total	$ 81.50
KING FEATURES			
Popeye Series	(4 sets @ $3.00)	Total	$ 12.00
LITTLE FOLKS STORE			
"House of Cards"	(Pictures)		$ 3.95
"Happiness"	(Game)		$ 7.50
Hand Puppets (5)			$ 12.50
		Total	$ 23.95

MEDIA CENTER

Film for LOOM Filmstrips		Total	$ 100.00

RUDOLF DREIKURS UNIT OF FAMILY EDUCATION ASSOCIATION

ABC's of Guiding The Child	(10 @ $1.85)		$ 18.50
		Handling Charge	$ 1.00
		Total	$ 19.50

SELECTED (SELECT-ED)

Target Behavior	(1 set @ $9.95)	Total	$ 9.95

SYSTEMS FOR LEARNING, INC.

Critical Thinking VMI Transparency Workbook with Spirit Masters		Total	$ 6.95

TG AND Y

Cooking utensils (Measuring Bowls, Spatula, Pitcher)		Total	$ 2.13

MISCELLANEOUS

TA For Kids	(1 Book)		$ 3.20
Values and Teaching	(1 Book)		$ 3.95
Values Clarification	(1 Book)		$ 3.95
Alive	(1 Book)		$ .93
Build	(1 Book)		$ .93
Level B			$ 7.95
Level 1			$ 7.95
Level 2			$ 7.95
Level 3			$ 7.95
Level 4			$ 7.95
Theory Manual			$ 5.95
		Total	$ 58.66

		Grand Total	$2,514.73

MATERIALS PURCHASED FOR COBB MIDDLE SCHOOL
CAREER EDUCATION PROGRAM
JULY 1973-JANUARY 1975

ALVIN M. FREED			
TA For Kids	(10 books @ $3.20 each)	Total	$ 32.00
BILL'S BOOKSTORE			
Values and Teaching	(7 books @ $3.95 each)		27.65
Values Clarification	(8 books @ $3.95 each)		31.60
		Total	$ 59.25
BRUCE PUBLISHING CO.			
Search	(3 booklets @ $ .93 each)		2.79
Quest	(3 booklets @ $ .93 each)		2.79
Focus	(3 booklets @ $ .93 each)		2.79
		Total	$ 8.37
CHANNING L. BETE CO.			
"Getting a Job"	Learning Unit (2 copies)		2.00
"Attitude and You"	Mini-Unit (20 copies)		5.00
"Drop-Out"	Mini-Unit (20 copies)		5.00
		Total	$ 12.00
COMMUNITY PLAYTHINGS			
Tool Sets	(3 sets #H60 @ $64.50 each)	Total	$ 193.50
E & R DEVELOPMENT CORP.			
Vocations, 7-12	(33 booklets)	Total	$ 60.50
EDUCATIONAL ACHIEVEMENT CORP.			
"Work Values Auction Game"			15.00
"Interview" Cards	(3 sets @ $1.67 each		5.01
Facilitator's Guide, Set I	(2 @ $35.00 each)		70.00
Facilitator's Guide, Set II	(3 @ $35.00 each)		105.00
Facilitator's Guide, Set III	(2 @ $35.00 each)		70.00
Ditto Masters, Set I	(2 @ $2.00 each)		24.00
Ditto Masters, Set II	(3 @ $12.00 each)		36.00
Ditto Masters, Set III	(2 @ $12.00 each)		24.00
"Career Cluster" Game	(2 @ $99.95 each)		199.90
		Total	$ 548.91
EDUCATIONAL PRODUCTS			
"World to Conquer"	(5 FS/Cassettes)	Total	$ 97.50
EDUCATOR'S PROGRESS SERVICE, INC.			
Educator's Guide to Free Science Materials		Total	$ 9.25
FINNEY COMPANY			
Finding Your Job Series	(Units 1-6)		145.50
Occupational Guidance Series	(Units 1-5)		222.00
		Total	$ 367.50

FLORIDA BOOK DEPOSITORY, INC.

Mathematics for Employment, Part I	(70 texts @ $2.25 each)	$ 157.50
Mathematics for Employment, Part II	(70 texts @ $2.25 each)	157.50
Mathematics for the Worker	(70 texts @ $2.25 each)	157.50
Mathematics for Everyday Living	(70 texts @ $2.25 each)	157.50
Mathematics for Citizenship	(70 texts @ $2.25 each)	157.50
	Total	$ 787.50

GUIDANCE ASSOCIATES

"Discovering Your Personality: Belonging to a Group"	(FS/Record)	41.50
"Discovering Your Personality: Who Are You?"	(FS/Record)	41.50
"Discovering Your Personality: Exploring Your Feelings"	(FS/Record)	41.50
"Do We Live or Exist?"	(FS/Record)	22.00
"Jobs for You: It's Happening in Home Economics"	(FS/Record)	19.50
	Total	$ 165.00

LITTLE FOLKS STORE

"Careers" Game	(2 @ $5.00 each)	10.00
"Dealer's Choice" Game		7.00
"Masterpiece" Game	(2 @ $6.00 each)	12.00
"Prize Property" Game		9.00
"Billionaire" Game		9.00
"The Boss" Game		8.00
	Total	$ 55.00

RADIO SHACK

"Crystal Radio Set" kits	(5 kits @ $5.95 each)	Total	$ 29.75

SCHOLASTIC NEWSTIME MAGAZINES

Scholastic Newstime Magazines	(30 subscriptions) Nov. 8, 1973	30.00
"Dimension" Kits	(7 units with cassettes)	77.00
Scholastic Newstime Magazines	(30 subscriptions) Feb. 1974	30.00
"Dimension" Kits	(4 units)	79.50
	Total	$ 216.50

SCHOLASTIC TESTING SERVICES

An Instrument to Determine Career Awareness

Test Booklets	(80 copies)	48.00
Examiner Manuals	(8 copies)	4.00
Answer Sheets	(400 copies	64.00
Score-Vue	(8 copies)	4.00
	Total	$ 120.00

SCHOOL SPECIALTY SUPPLY

"Auto Math" Kit		2.00
"Market Math" Kit		2.00
"Kitchen Math" Kit		2.00
	Total	$ 6.00

SCIENCE RESEARCH ASSOCIATES, INC.		
Discovering Yourself (book)	Total	$ 2.25
SEARS ROEBUCK AND CO.		
Soldering Gun Kits (3 @ $11.99 each - discount)	Total	$ 32.27
U. S. GOVERNMENT PRINTING OFFICE		
Dictionary of Occupational Titles, Vols. I and II	Total	$ 19.01
U. S. POSTMASTER		
Business Envelopes (140 #10 regular @ $ .10 each)	Total	$ 16.80
WEBSTER DIVISION		
Home Economics As a Profession (book)	Total	$ 6.80
WESTINGHOUSE		
"Career Cluster Series" (15 FS/Cassettes)	Total	$ 238.00
	GRAND TOTAL	$3084.66

MATERIALS PURCHASED FOR RAA MIDDLE SCHOOL
CAREER EDUCATION PROGRAM
JULY 1973-JANUARY 1975

AMERICAN ENTERPRISES, INC.			
Fun Things for Teaching in Career Education (6 booklets @ $5.00 each)		Total	$ 30.00
AMERICAN HOME ECONOMICS ASSOC.			
"Careers in Home Economics"	(FS/Record)	Total	$ 23.00
CAREERS - Largo			
"Junior High Kit"		Total	$ 123.00
CHECKMARK OFFICE SUPPLY CO.			
DOE Cluster Boxed (15 @ $1.55 each)		Total	$ 23.25
COMMUNITY PLAYTHINGS			
Tool Kits (3 #H60 @ $67.50 each)		Total	$ 202.50
EDUCATIONAL ACHIEVEMENT CORP.			
Facilitator Guides, Set I	(3 @ $35.00 each)		105.00
Facilitator Guides, Set II	(3 @ $35.00 each)		105.00
Facilitator Guides, Set III	(4 @ $35.00 each)		140.00
Pre-Post Tests	(10 @ $2.00 each)		20.00
Ditto Masters, Set I	(3 @ $12.00 each)		36.00
Ditto Masters, Set II	(3 @ $12.00 each)		36.00
Ditto Masters, Set III	(4 @ $12.00 each)		48.00
"Cluster Game"			99.95
"Work Values Auction Game"	(3 @ $15.00 each)		45.00
"Interview Cards"	(3 @ $1.67 each)		5.01
		Total	$ 639.96
EDUCATIONAL DIMENSIONS, INC.			
"Afro-American Art"	(FS/Cassette)		17.50
"Art Careers in Advertising"	(FS/Cassette)		17.50
"Careers in Fashion Designing"	(FS/Cassette)		17.50
		Total	$ 52.50
FLORIDA BOOK DEPOSITORY			
Mathematics for Employment, Part I	(90 copies @ $2.25 each)		202.50
Mathematics for Employment, Part II	(90 copies @ $2.25 each)		202.50
Mathematics for the Worker	(90 copies @ $2.25 each)		202.50
Mathematics for Every Day Living	(60 copies @ $2.25 each)		135.00
		Total	$ 742.50
GUIDANCE ASSOCIATES			
"Trouble at Work"	(FS/Cassettes)		41.50
"Your First Week on the Job"	(FS/Cassettes)		41.50
"Jobs and Gender"	(FS/Cassettes)		41.50
		Total	$ 124.50

JOE KENNEDY CARTOONS			
"The Drop-Out Blues"	(Posters)		5.50
"If You Want the Job"	(Posters)		3.75
"Despair is a Drop-Out"	(Posters)		3.50
		Total	$ 12.75
LITTLE FOLKS STORE			
"Boss" Game	(2 @ $5.88 each)		11.76
"Careers" Game	(4 @ $5.00 each)		20.00
"Dealer's Choice" Game	(3 @ $7.00 each)		21.00
"Masterpiece" Game	(3 @ $6.00 each)		18.00
"Shopping Center" Game	(2 @ $10.00 each)		20.00
		Total	$ 90.76
PATHOSCOPE, INC.			
"Careers in Sales"	(2 FS/Cassettes)		44.00
"Careers in Repairs"	(2 FS/Cassettes)		44.00
"Careers in Social Work"	(2 FS/Cassettes)		44.00
		Total	$ 132.00
SCIENCE RESEARCH ASSOCIATES			
Kuder General Interest Survey (1 set Form E)		Total	$ 105.20
SEARS ROEBUCK AND CO.			
Pliers	(2)		
Screwdriver Sets	(2)		
Pop-Riveter			
Assorted Bolts	(3 Pkgs.)		
Assorted Screws	(3 Pkgs.)		
Tape Measures	(2)		
Sandpaper	(10 Pkgs.)		
Soldering Kits	(2)	Total	$ 74.17
J. WESTON WALCH PUBLISHERS			
"Famous Cartoonists"	(Art Posters)		3.50
"Political Cartoonists"	(Art Posters)		3.50
"Special Newspaper Pkg."			35.00
"Careers in Art"	(Posters)		4.00
		Total	$ 46.00
WESTINGHOUSE			
"Career Cluster Series"	(15 FS/Cassettes)	Total	$ 238.00
		GRAND TOTAL	$2,660.09

EXPENDITURES FOR LEON HIGH SCHOOL RESOURCE MATERIALS AND IN-SERVICE PROGRAMS

JULY 1973-APRIL 1975

DEPARTMENT		AMOUNT OF PURCHASES
AGRICULTURE		$ 91.40
ART		$ 69.50
BUSINESS EDUCATION		$ 93.15
FOREIGN LANGUAGES		$ 275.25 + $500 (Printing)*
HOME ECONOMICS		$ 82.50
INDUSTRIAL ARTS		$ 45.00
LANGUAGE ARTS		$ 92.60 + $300 (Printing)*
MATHEMATICS		$ 109.54
READING		$ 267.85
SCIENCE		$ 159.18 + $300 (Printing)*
SOCIAL STUDIES		$ 142.00
SPECIAL EDUCATION		$ 504.00
		$1931.97
GUIDANCE & GENERAL CIRCULATION		$2177.55
		$4109.52
PRINTING		$ 600.00
	Sub-Total	$4709.52
IN-SERVICE PROGRAMS & CURRICULUM WRITING		$5643.00
	TOTAL	$10,352.52

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*Cost of printing non-copyright materials and curriculum materials developed in summer workshops.

LISTING OF CAREER EDUCATION MATERIALS
PROVIDED BY CAREER EDUCATION PROJECT
JULY 1973-JANUARY 1975

AGRICULTURE

Calhoun Company-(Film Strips/Records)	$80.00
"Careers in Construction"	
"Careers in Agriculture"	
McGraw-Hill Pub.-(Books-4 copies)	$11.40
Selling Farm and Garden Supply	
Total	$91.40

ART

Charles W. Clark Co.-(Film Strips/Cassettes)	58.00
"Careers in the Fine Arts"	
"Arts Careers in Advertising"	
"Careers in Photography"	
Walsh Pub.-(Book-3 copies)	11.50
Famous Cartoonists	
Political Cartoonists	
Careers in Art	
Total	$69.50

BUSINESS EDUCATION

Careers, Inc. (Largo)-(Pamphlets- 6 copies)	1.50
"Executive Secretary"	
"Bilingual Secretary"	
"Male Secretary"	
"Secretary"	
"Foreign Service Secretary"	

Florida School Book Depository-(Books- 5 sets) A Career in the Modern Office Series	$33.60
Opportunities in Today's Office	
Making the Most of Yourself	
Making the Most of Your Skills	
Timed Writing About Careers-(Books- 15 copies)	27.00
Institute for Research-(Pamphlets- 3 copies)	2.85
"Careers As a Court Reporter"	
"Careers for Women as a Private Secretary"	
"Careers As A Legal Secretary"	
South-Western Pub. Co.-(Books- 15 copies)	28.20
Exploring Clerical Careers	
Totals	$93.15

FOREIGN LANGUAGES

American Foreign Language Teacher	
Two-Year Sub. to AFLT	36.90
German Culture Through Performance Objectives	
In Gasthaus-Teacher Unit	
La Salida-Unit Package	
El Reencuentro (3 Copies)	
Gessler Pub. Co.	64.55
La Vraie Cuisine	
Parfait Secretarie	
Que Ferai-Je Plus Tard	
Schulkochbuch	
Monopoly (German)	
Monopoly (Spanish)	
La Cocina Sabrosa Y Practice	

German News Co.	43.00
Die Welt(Newspaper Sub.)	
"Das Beste" (German "Reader's Digest")	
Language Research Press-(Booklets - 10 each)	46.00
Spanish for Hotels and Motels	
Spanish for Retail Selling	
Spanish for Doctors, Dentists, Oculists, Optometrists and Nurses	
Spanish for Homemakers	
Wible Language Institute	$84.80
"Occupations-I"-(Film Strips/German Texts)	
"Occupations-II" "	
"La Oficina"-(Teacher-Student Kits)	
"Las Tiendas" "	
Total	$275.25

GUIDANCE CENTER

FOR USE IN CENTER AND GENERAL CIRCULATION

Academic Paperbacks-(Pamphlets-2 each)	18.00
"A Place to Live"	
" Government Services for Consumers"	
"The Teen-Ager and His Family"	
"Viewing Your Career"	
"Majority at 18"	
"Consumer Purchasing"	
"Health and Leisure"	
"Car Purchase and Maintenance"	
"Dollar Power"	

Achievement Motivation Program	
Motivation Advance Program	34.00
Allen Kahn Pub.	
My Job Application File-(workbook- 15 copies)	23.40
Ben Borden Co.-(FS/Cassette Kit)	296.00
"Fascinating World fo Work"	
Bruce Company-(Booklet- 5 copies)	6.70
My Career Guide	
Teacher's Manual	
Careers, Inc.(Largo)	
Career Desk Top Kit for Seniors	135.00
"Occupational Briefs"-(1 set)	6.00
Changing Times Education Service -(FS/Cassettes, Booklets, Transparencies)	268.00
"Unit I "Deciding What You Want to Do"	
"Unit II "Choosing the Kind of Job You Want"	
"Unit III "Entering the Job Market"	
"Unit IV "Staying With It and Getting Ahead"	
College Entrance Examination Board-(Books and Guides)	8.00
Decisions and Outcomes	
Deciding	
Consulting Psychologist Press, Inc.	
Occupational Outlook Handbook-(Books- 9 copies)	$61.65

Self Directed Search Kits-(25 sets)	
100 Assessment Booklets	
100 Occupational Finders	93.00
Curriculum Innovations, Inc.	
Career World-'73-'74 (15 copies/mo.)	44.25
Career World-'74-'75 (30 copies/mo)	88.50
Educational Development Corp.	
Career Games Laboratory Kit	81.50
Educator's Progress Service, Inc.	
Educator's Guide to Free Guidance Materials (3 copies)	26.25
Florida School Book Depository-(Books- 5 of each)	13.80
How to Get a Job	
How to Choose Your Work	
General Learning Corporation	
Career Education Learning Resource Guide(4 copies)	
Career Education In-Service Training Guide(1 copy)	18.00
Guidance Associates-(FS/Cassettes)	$162.50
"Dropping Out, Road to Nowhere"	
"Changing Work Ethic"	
"Which College for You?"	
"Setting Goals"	
"Shaping Identity"	

"Interpersonal Relationships"	
"Developing Values"	
Harcourt, Brace, Jovanovich, Inc.	
"Ohio Vocational Interest Survey" (OVIS) (1 unit)	120.05
Hart Pub. Co., Inc.	
Values Clarification (Books- 3 copies)	7.90
Houghton-Mifflin Co.	
Career Exploration and Planning-(Text- 1 copy)	
Teacher's Manual	
Student Workbooks-(15 copies)	26.55
The Assessment of Career Development	
Test Booklets-(5 pkgs.)	
Answer Sheets-(30 sets)	182.25
McGraw-Hill	
Career Maturity Inventory (CMI)	
Complete Inventory -(5 pkgs)	
Compuscan Answer Sheets-(2 pkgs.)	172.00
Prentice Hall, Inc.	
Careers - Exploration and Decisions-(Books- 30 copies)	67.50
Singer Co.	
Job Survival Skills Kit- (FS/Cassettes- 13)	182.00
"Introduction"	
"Education and Training	

"From Which Point of View"

"Self-Concept and Employment"

"Communication"

"You and Your Supervisor"

"You and Your Co-Workers"

"Job-Seeking Skills"

"Personal Appearance"

"Resume"

"Application"

"Interview"

"Summarizing"

Systems for Learning (VMI)- (Transparencies/Masters)

"Career Exploration"

"Career Math"

"How to Get a Job"

"Preparing for Interviews" 34.75

Total $2177.55

HOME ECONOMICS

Charles A. Bennett, Inc.

Opportunities in Clothing -(Book) $1.25

Dillon Press

Looking Forward to a Career in Fashion-(Book) 1.25

Pathescope Films- (FS/Cassettes) 80.00

"Careers in Fashion and Textiles"

"Careers in Food Services"

Total $82.50

INDUSTRIAL ARTS

Education Dimensions Co.

"Careers in Drafting" -(FS/Casettes)	$45.00

LANGUAGE ARTS

Steck-Vaughn-(Booklets-20 of each)	57.60
Becoming a More Effective Person	
Communicating With Others	
The Oklahoman and Times	
Open Window to the World -(Books- 10 copies)	35.00

Orange County - Non-copyright materials. Cost for duplication only.

1)	Mass Media and You	28 copies
2)	Careers in Social Work	28 copies
3)	Courthouse Careers	28 copies
4)	Newspaper Careers (App. A)	29 copies
5)	Careers in Field of Foreign Language	8 copies
6)	Careers in Music	13 copies
7)	The Newspaper	34 copies
8)	Paragraph Development	84 copies
9)	Careers in Computer Tech.	4 copies
10)	Careers in Sports	44 copies
11)	Journalism	3 copies
12)	Careers in Radio and TV	8 copies

13) English	80 copies	
14) Working for a Newspaper (Introduction)	15 copies	
15) Mass Media	10 copies	
16) Newspaper Work as A Career	15 copies	$300.00
	Total	$392.60

MATHEMATICS

American Enterprises-(Books- 8 copies)	$40.00
Fun Things for Teaching Career Education	
Mafex Association , Inc.-(Texts- 10 each)	57.54
Mathematics for Employment - Part I	
Mathematics for Employment- Part II	
The Mathematical Association of America-(Booklets-30)	12.00
Professional Opportunities in Mathematics	
Total	$109.54

READING

Fearon, Inc. -(Books- 10 each)	35.00
Jerry Works in a Service Station	
Going Places with a Personality	
What it Takes	
King Features	
Career Awareness Program-(Booklets- 1 unit)	43.55
Relevant Productions, Inc.	
(Reading Booklets, Cassettes, Skill Sheets- 5 modules)	189.30
"Making and Keeping Friends"	
"How to Get and Hold a Job"	

"How to Handle Money"

"Reaching the Age of Responsibility"

"Buying a Car"

Total	$267.85

SCIENCE

American Association of Collegesof Pharmacy	
"Pharmacy - A Health Career" -(FS/Cassette)	$20.00
American Society for Microbiology	
Microbiology and Your Future - (Pamphlet- 10)	2.50
B'nai B'rith -(Pamphlets- 6 of each)	18.00
A Career in Biological Sciences	
Careers in Pharmacy	
Careers in Nursing	
Careers, Inc. (Largo)	37.20
Science Career Kit	
D.C. Health Co.	
Pharmacy: A Synthesis of Science-(Booklets - 2)	4.00
E.P Dutton and Co.	
Careers and Opportunities in the Medical Services (Book)	5.95
Ferguson Pub. Co.	
Career Opportunities-Health Technicians-(Book)	11.95
Guidance Associates	
"People Who Work in Science" -(FS/Cassettes)	37.50
Messner Co. - (Books)	9.08
Careers in the Health Field	
Careers in Horticulture Sciences	

National League for Nursing, Inc. -(Books- 10 each)	7.50
Education for Nursing: The Diploma Way	
Do You Want to be a Nurse?	
Social Conservation Services- (Booklets - 10)	1.00
A Social Conservation Career For You in Conservation Services	
SRA	
Psychiatric Social Workers -(Booklet - 10 copies)	4.50
Cost of Printing "Career Guides"	300.00
Total	$459.18

SOCIAL STUDIES

Harcourt, Brace, Jovanovich	
"Micro-Economy"- Simulation Game (11/29/'73 & 8/12/'74)	78.00
US Government Printing Office	
We the Americans - The Work We Do Pamphlets (11/29/'73 - 70 copies)	28.00
(9/24/'74 - 90 copies)	36.00
Total	$142.00

SPECIAL EDUCATION

Assortment of hand tools, garden implements, construction materials, etc. Total	$504.00

MATERIALS PURCHASED FOR LIVELY VO-TECH
FROM CAREER EDUCATION FUNDS
JULY 1973-APRIL 1975

BAKER & TAYLOR CO., A. V. SERVICES DIVISION		
"Smile of Success" (1 set)	Total	$169.50
BEN BORDEN CO.		
"Choosing a Vocation" (1 set #1108)		$ 62.50
"Computer Careers" (1 set #1103)		$ 91.50
"Graphic Arts and Drafting Career Curriculum" (1 set #1409)		$ 90.00
"The Facinating World of Work" (1 set)		$320.00
	Total	$564.00
BUTTERICK CO.		
(Filmstrip and Cassette Prepack)		
"Careers in Housing: The Interior"		
"Careers in Health"		
"Careers in the Food Industry"		
"Careers in the Fashion Industry"	Total	$275.00
CAREERS, INC. (LARGO)		
"Business Careers Kit"		$ 40.00
"Health Careers Kit"		$ 40.00
	Total	$ 80.00
CHANGING TIMES EDUCATIONAL SERVICE		
"Career Directions" (FS/Cassettes)	Total	$268.00
COMMERCIAL-EDUCATIONAL DIST. SERVICES		
"Adult Career Education Counseling and Guidance Literature Resources" (3 sets)	Total	$ 66.00
CURRICULUM INNOVATIONS, INC.		
"Career World" (15 1-yr subscriptions, '74-75)	Total	$ 44.25
EDUCATIONAL DEVELOPMENT CORP.		
"Adventures in Success Kit" (4 cassettes)	Total	$ 72.50
FIELD EDUCATIONAL PUB., INC.		
"Hello, World: A Career Exploration Program" (9 booklets)	Total	$ 21.00
GUIDANCE ASSOCIATES		
"The Changing Work Ethic" (2 FS/Cassettes)		$ 37.50
"Career Values: What Really Matters to You?" (1 set)		110.00
"Jobs and Gender" (FS/Cassettes)		41.50
"Jobs For You: It's Happening in Home Economics" (FS/C)		19.50
"The Paycheck Puzzle" (2 FS/2 LPs)		37.50
	Total	$246.00

HOUGHTON MIFFLIN		
The Vocational Counseling of Adults And Young Adults (4 books @ $5.20 each)		$ 20.80
Vocational Guidance and Career Development in the Schools: Toward a Systems Approach (4 books @ $7.96 each)		$ 31.84
Career Guidance for a New Age (3 books @ $7.16 each)		$ 21.48
	Total	$ 74.12
HUMAN DEVELOPMENT INSTITUTE		
"Transactional Analysis" (1set Cassettes/booklets)	Total	$ 99.00
IPD PUBLISHING CO.		
Floor Display of the "Job Scene Program" (2 sets)	Total	$197.00
JULIAN MESSNER		
Your Career-If You're Not Going To College (2 books)	Total	$ 9.58
LEON DISTRICT SCHOOL WAREHOUSE		
Tapes, Cassette C-30 Blank (2 doz. @ $5.88/doz.)	Total	$ 11.76
MEDIA MATERIALS, INC.		
Booklets		
Cupboard Full of Words		$ 9.95
Take Your Pick		$ 9.95
Plain as the Nose on Your Face		$ 9.95
That Darn Dolphin		$ 9.95
Direct Me to the Directory		$ 9.95
Keeping Current with Catalogs		$ 9.95
Following Directions		$ 9.95
	Total	$ 69.65
MILLER-BRODY PRODUCTION INC.		
Film, 1000 foot roll		$ 98.00
U-Film Kit		$ 13.00
	Total	$111.00
NEW READER'S PRESS		
"Be Informed" Series (1 set)	Total	$ 25.00
RUSSELL FILM LABORATORY		
Reproduction of Career Education film (1 copy)	Total	$128.00
SCIENCE RESEARCH ASSOCIATES		
"Job Family" Series (1 set - Booklets)	Total	$ 22.65
SINGER EDUCATION DIVISION		
"Job Survival Skills" Kit (FA/Cassettes)	Total	$182.00
TALLAHASSEE CAMERA CENTER, INC.		
EF Film (1 roll)	Total	$ 8.20
UNIVERSITY CITY PHOTO SUPPLIES INC.		
EF 449 Film (3 rolls @ $10.25/roll)		$ 30.75
EFB 449 Film (7 rolls @ $10.25/roll)		$ 71.75
		$102.50
	Less 20%	- 20.50
	Total	$ 82.00

VOCATIONAL GUIDANCE MANUALS

"VGM Library" (Paperback Series)		$ 54.60
Opportunities In Electrical Trades (Book)		$ 4.25
Opportunities In Carpentry Careers (Book)		$ 4.25
Opportunities In Materials Science and Engineering (Book)		$ 4.50
Opportunities In Electronic Data Processing (Book)		$ 4.95
Opportunities In Office Occupations (Book)		$ 4.50
Postage		$ 3.00
	Total	$ 80.05

WCTV

Processed and Special-Run Film (1000 foot film)	Total	$ 95.00

WEBSTER/MCGRAW HILL BOOK CO.

Home Economics as a Profession (Book)		$ 6.80
Occupations and Careers		$ 6.72
	Total	$ 13.52

WESTINGHOUSE LEARNING CORP.

"Career Skills Matrix Charts" (2 sets)		$145.00
"Career Training: How, What, Where" (Filmstrips)		$ 89.50
	Total	$234.50

Final Total $3,249.28

MATERIALS COST DATA

The following costs are summaries of the resource materials expenditures for each pilot school and the total cost through April 1975:

Elementary Schools		
Concord Elementary School		$ 1,550.31
Ruediger Elementary School		2,382.64
Sealey Elementary School		2,375.34
Sullivan Elementary School		2,392.23
Timberlane Elementary School		2,514.73
	Sub-Total	$11,215.25
Middle Schools		
Cobb Middle School		$ 3,084.66
Raa Middle School		2,660.09
	Sub-Total	$ 5,744.75
Secondary/Post-Secondary Schools		
Leon High School		$ 4,109.52
Lively Vo-Tech School		3,249.28
	Sub-Total	$ 7,358.80
	TOTAL COST	$24,318.80

APPENDIX G

REPORTING FORMS AND EXAMPLES OF FEED-BACK

Instr. 91
Approved:
Date: 4/14/75

SUMMARY OF FAIS LESSONS COMPLETED

School____________________ Teacher______________________ Level K-2

(Circle the Numbers of the Lessons taught in each Sequence)
(X the Numbers of the Lessons not taught in each Sequence)

Sequence A, Lessons:	1	2	3	4	5	6	7	8	9			
Sequence B, Lessons:	1	2	3	4	5	6	7	8	9	10	11	12
Sequence C, Lessons:	1	2	3	4	5	6	7	8	9	10	11	12
	13	14										
Sequence D, Lessons:	1	2	3	4	5	6	7	8	9	10		
Sequence E, Lessons:	1	2	3	4	5	6	7	8	9	10	11	12
	13											
Sequence F, Lessons:	1	2	3	4	5	6	7	8	9	10	11	12
	13											
Sequence G, Lessons:	1	2	3	4	5	6	7	8	9	10	11	12
Sequence H, Lessons:	1	2	3	4	5	6	7	8	9	10	11	12
Sequence I, Lessons:	1	2	3	4	5	6	7	8	9	10	11	12
	13											
Sequence J, Lessons:	1	2	3	4	5	6	7	8	9			
Sequence K, Lessons:	1	2	3	4	5	6	7	8				
Sequence L, Lessons:	1	2	3	4	5	6	7	8	9	10		
Sequence M, Lessons:	1	2	3	4	5	6	7	8	9			
Sequence N, Lessons:	1	2	3	4	5	6	7	8				

Instr. 89
Approved:
Date: 4/14/75

SUMMARY OF FAIS LESSONS COMPLETED

School____________________ Teacher____________________ Level 3-5

(Circle the Numbers of the Lessons taught in each Sequence)
(X the Numbers of the Lessons not taught in each Sequence)

Sequence A, Lessons:	1	2	3	4	5	6	7	8	9	10	11	12
Sequence B, Lessons:	1	2	3	4	5	6	7	8	9	10	11	12
	13	14	15									
Sequence C, Lessons:	1	2	3	4	5	6	7	8	9	10	11	12
Sequence D, Lessons:	1	2	3	4	5	6	7	8	9	10	11	12
Sequence E, Lessons:	1	2	3	4	5	6	7	8	9	10	11	12
	13											
Sequence F, Lessons:	1	2	3	4	5	6	7	8	9	10		
Sequence G, Lessons:	1	2	3	4	5	6	7	8	9	10	11	12
	13	14										
Sequence H, Lessons:	1	2	3	4	5	6	7	8	9	10	11	12
	13											
Sequence I, Lessons:	1	2	3	4	5	6	7	8	9	10	11	
Sequence J, Lessons:	1	2	3	4	5	6	7	8	9	10	11	12
	13											
Sequence K, Lessons:	1	2	3	4	5	6	7	8	9	10	11	12
	13											
Sequence L, Lessons:	1	2	3	4	5	6	7	8	9	10	11	12
	13	14	15									

Instr. 5
Approved
Date: 7/30/75

SUMMARY OF 6th GRADE FAIS LESSONS COMPLETED

School____________________ Subject Area__________________

Teacher____________________

(Circle the Numbers of Lessons taught in each Sequence)
(X the Numbers of Lessons not taught in each Sequence)

"The Me I Know"
Sequence A,
Lessons: 1 2 3 4 5 6 7 8 9 10 11 12

"Personal Work Values"
Sequence B,
Lessons: 1 2 3 4 5 6 7 8 9 10 11 12

"Skills Translation"
Sequence C,
Lessons: 1 2 3 4 5 6 7 8 9 10 11 12

"House And Home"
Sequence D,
Lessons: 1 2 3 4 5 6 7 8 9 10 11 12 13

"Exploring the World of Work"
Sequence E,
Lessons: 1 2 3 4 5 6 7 8 9

Instr. 99
Approved
Date: 7/30/75

SUMMARY OF 7th GRADE FAIS LESSONS COMPLETED

School____________________ Subject Area__________________

Teacher____________________

(Circle the Numbers of Lessons taught in each Sequence)
(X the Numbers of Lessons not taught in each Sequence)

"Life and Work"
Sequence A,
Lessons: 1 2 3 4 5 6 7 8 9 10 11 12

"Exploring WHY Factors"
Sequence B,
Lessons: 1 2 3 4 5 6 7 8 9 10 11 12 13

"Exploring Career Clusters"
Sequence C,
Lessons: 1 2 3 4 5 6 7 8 9 10 11

"Exploring Occupational Levels"
Sequence D,
Lessons: 1 2 3 4 5 6 7 8 9

"Exploring the World of Work"
Sequence E,
Lessons: 1 2 3 4 5 6 7 8 9

Instr.___
Approve
Date: 7/

SUMMARY OF 8th GRADE FAIS LESSONS COMPLETED

School_________________ Subject Area_______

Teacher________________

(Circle the Numbers of Lessons taught in each Sequence)
(X the Numbers of Lessons not taught in each Sequence)

"Introduction of Systematic Decision-Making Model"
Sequence A,
Lessons: 1 2 3 4 5 6 7 8 9 10 11 12

"Generating Alternatives Before Making Decisions"
Sequence B,
Lessons: 1 2 3 4 5 6 7 8 9 10 11

"Examining Pros & Cons of Given Alternatives"
Sequence C,
Lessons: 1 2 3 4 5 6 7 8 9 10 11

"Utilizing & Evaluating the Valuing Decision-Making Process"
Sequence D,
Lessons: 1 2 3 4 5 6 7 8 9 10 11 12

"Personal Career Exploration"
Sequence E,
Lessons: 1 2 3 4 5 6 7 8 9

Instr. 69
Approved RAB
Date: 11/8/74

LEON DISTRICT SCHOOLS

CAREER EDUCATION IMPLEMENTATION/EVALUATION REPORT

School ______________________ Teacher ______________________

Grade ______________________ Date ______________________

Subject Area ______________________

I. CAREER EDUCATION ACTIVITIES

A. FAIS Learning Sequence: __________
Lessons: __________

B. Other Activities, Explorations, Units, etc: __________

II. Check YES or NO for the questions below:

	YES	NO
1. Were activity/subject area correlations appropriate: Comments: ______________________	____	____
2. Were adequate supplementary materials available? Comments: ______________________	____	____
3. Did the FAIS lessons especially the Action and Reflection sections accomplish the intent of the lessons? (Applies only to Fais Program) Comments: ______________________	____	____

III. Supplementary resources and activities:

IV. Student reaction: (Circle one) Excellent Good Fair Poor

Comment: ______________________

V. Teacher evaluation: (Circle one) Excellent Good Fair Poor

Comment: ______________________

Note: Please attach any test data on student outcomes related to Career Education

Instr. 74
App. [illegible]
Date 12/11/74

LEON DISTRICT SECONDARY/POST-SECONDARY

CAREER EDUCATION IMPLEMENTATION/EVALUATION REPORT

School________________________ Grade/s________________________

Department________________________ Teacher________________________

Course________________________ Date________________________

I. School Objective/s: (Circle) #1 #2 #3

II. Student Objective/s: (Circle) #1 #2 #3 #4 #5 #6 #7 #8 #9

III. Activities:

IV. Resources:

V. Evaluation: (Circle appropriate responses)

Student Reaction:	Excellent	Good	Fair	Poor
Student Outcomes:	Excellent	Good	Fair	Poor
Teacher Evaluation:	Excellent	Good	Fair	Poor

Comments: ____

____

____

Please submit to Career Education contact person after each career unit is completed.

Instr. 91
Approved: [illegible]
Date: 4/14/75

SUMMARY OF FAIS LESSONS COMPLETED

School Kate Sullivan Teacher Anne Vick Level K-2

(Circle the Numbers of the Lessons taught in each Sequence)
(X the Numbers of the Lessons not taught in each Sequence)

Sequence A, Lessons: [✓ 1] [✓ 2] [✓ 3] 4 5 [✓ 6] 7 8 9

Sequence B, Lessons: 1 2 3 4 5 6 7 8 9 10 11 12

Sequence C, Lessons: 1 2 3 4 5 6 7 8 9 10 11 12
13 14

Sequence D, Lessons: 1 2 3 4 5 6 7 8 9 [✓ 10]

Sequence E, Lessons: 1 [✓ 2] 3 4 5 6 7 8 9 10 11 [✓ 12]
[✓ 13]

Sequence F, Lessons: 1 2 3 4 5 6 7 8 9 10 11 12
13

Sequence G, Lessons: 1 [✓ 2] 3 4 5 6 7 8 9 10 11 12

Sequence H, Lessons: 1 2 3 4 [✓ 5] [✓ 6] [✓ 7] [✓ 8] 9 [✓ 10] [✓ 11] 12

Sequence I, Lessons: 1 [✓ 2] [✓ 3] 4 5 6 7 [✓ 8] 9 [✓ 10] 11 12
13

Sequence J, Lessons: [✓ 1] 2 3 4 [✓ 5] 6 7 8 [✓ 9]

Sequence K, Lessons: 1 2 3 4 5 6 7 8

Sequence L, Lessons: 1 2 3 4 5 6 7 8 9 10

Sequence M, Lessons: 1 2 3 4 5 6 7 8 9

Sequence N, Lessons: 1 2 3 4 5 6 7 8

Instr. 89
Approved:
Date: 4/14/75

SUMMARY OF FAIS LESSONS COMPLETED

School Ruediger Teacher Clore Level 3-5

(Circle the Numbers of the Lessons taught in each Sequence)
(X the Numbers of the Lessons not taught in each Sequence)

Sequence A, Lessons: 1 2 [✓ 3] 4 5 [✓ 6] [✓ 7] 8 [✓ 9] [✓ 10] 11 12

Sequence B, Lessons: [✓ 1] 2 3 4 5 6 7 [✓ 8] [✓ 9] 10 11 12
[✓ 13] 14 15

Sequence C, Lessons: 1 2 3 [✓ 4] [✓ 5] 6 7 8 9 10 [✓ 11] 12

Sequence D, Lessons: 1 2 [✓ 3] [✓ 4] 5 6 7 8 9 10 11 12

Sequence E, Lessons: 1 2 3 4 5 6 7 8 9 10 11 [✓ 12]
13

Sequence F, Lessons: 1 2 3 [✓ 4] 5 6 7 8 9 10

Sequence G, Lessons: 1 2 3 4 5 6 7 8 9 10 11 12
13 14

Sequence H, Lessons: 1 2 3 4 5 6 7 8 9 10 11 12
13

Sequence I, Lessons: 1 2 3 4 5 6 7 8 9 10 11

Sequence J, Lessons: 1 2 3 4 5 6 7 8 9 10 11 12
13

Sequence K, Lessons: 1 2 3 4 5 6 7 8 9 10 11 12
13

Sequence L, Lessons: 1 2 3 4 5 6 7 8 9 10 11 12
13 14 15

Instr. 69
Approved RAD
Date: 11/8/74

LEON DISTRICT SCHOOLS

CAREER EDUCATION IMPLEMENTATION/EVALUATION REPORT

School Ruediger
Teacher Story
Grade 1st
Date 10/24/74
Subject Area Career Education & Social Studies

I. CAREER EDUCATION ACTIVITIES

A. FAIS Learning Sequence: Related to Lessons: 1-D

B. Other Activities, Explorations, Units, etc: People Who Help Keep Us Well and Safe, Tools the Helpers Use

II. Check YES or NO for the questions below:

	YES	NO
1. Were activity/subject area correlations appropriate: Comments:		
2. Were adequate supplementary materials available? Comments:		
3. Did the FAIS lessons especially the Action and Reflection sections accomplish the intent of the lessons? (Applies only to Fais Program) Comments:		

III. Supplementary resources and activities:

Charts - People Who Help Us (Policemen), Firemen, Hospital Workers

Peabody Kit Lessons - 5,6,23,38

Filmstrips - Family Helpers 96

Pantomine - What workers do and how they use their tools.
Sgt. Anderson of Highway Patrol - talked about going home safely and bicycle safety.

IV. Student reaction: (Circle one) [✓ Excellent] Good Fair Poor

Comment: Enjoyed pantoming and visit from officer

V. Teacher evaluation: (Circle one) [✓ Excellent] Good Fair Poor

Comment: Children enjoyed identifying helpers as well as identifying the tools the helpers used.

Note: Please attach any test data on student outcomes related to Career Education

CAREER EDUCATION-MONTHLY REPORT

GRADE LEVEL 6th grade
TEACHER Lynn L. Kasler
ACADEMIC AREA All subject areas
SCHOOL Cobb
CAREER ELEMENT
DATE April 1974
CAREER CLUSTER

1. CONCEPT and/or OBJECTIVE:

To explore many and varied career opportunities.

11. DESCRIPTION OF ACTIVITY:

Implemented LOOM unit on Puppeteer/Puppetmaker. Made puppets and props, produced skits, wrote skits and studied related vocabulary and careers.

Slide presentation and talk, distribution of literature by a Conservationist.

Movie and discussion and distribution of literature by Wildlife Officer.

Computerprogrammer-gave a talk on requirements and opportunities in that field.

Participated in Junior Deputy program.

Probed role of a biologist, by showing human organism.

Showed F.S. and cassette recording from Scholastic dimenison on how to chose a career. It was a "fun" film.

111. RESOURCES: (Human and/or Material)

3 guest speakers (slides and film presentation)
filmstrip and cassette recorder
materials for puppet making. Film "Puppets"
Hands on activities for discovery orle of biologist.

IV. EVALUATION: (Circle one) [✓ EXCELLENT] GOOD FAIR POOR

COMMENTS:

CAREER EDUCATION-MONTHLY REPORT

GRADE LEVEL Sp. Ed. Intermediate **TEACHER** Richardson

ACADEMIC AREA Social Studies Lang. Arts **SCHOOL** Ruediger

CAREER ELEMENT Educational Awarenss Career Awareness **DATE** February 22, 1974

CAREER CLUSTER Agri-Business and Natural Resources Public Service, Communication and Media, Fine Arts and Humanities

1. **CONCEPT and/or OBJECTIVE:**
To become aware of careers related to helping people, entertaining people or interacting with people.

11. **DESCRIPTION OF ACTIVITY:**
Various ditto sheets were used as reading material. Teacher, mailman, Firemen, farmer, doctor.
Field trip to Andrews Answering Service-to observe switchboard operators

111. **RESOURCES:** (Human and/or Material)

Films; The Mailman #259
Why Father Work #1263
Everyone helps in a Community #773
The Policeman #21
People Who work in Stores #
The Fireman #22
Your Friend, the Doctor #25
The Dairy Farmer #727

1V. **EVALUATION:** (Circle one) [✓ EXCELLENT] GOOD FAIR POOR

COMMENTS: Switchboard operator (LOOM Project) will be utilized as a follow-up activity during "Communication Unit" which will follow.

Instr. 69
Approved RAD
Date: 11/8/74

LEON DISTRICT SCHOOLS

CAREER EDUCATION IMPLEMENTATION/EVALUATION REPORT

School Raa
Teacher Cannon
Grade 7th
Date 2nd 6 weeks
Subject Area Math

I. CAREER EDUCATION ACTIVITIES

A. FAIS Learning Sequence: ____
Lessons: ____

B. Other Activities, Explorations, Units, etc: Service Station Careers

II. Check YES or NO for the questions below:

	YES	NO
1. Were activity/subject area correlations appropriate: Comments:	X	
2. Were adequate supplementary materials available? Comments:		
3. Did the FAIS lessons especially the Action and Reflection sections accomplish the intent of the lessons? (Applies only to Fais Program) Comments:	X	

III. Supplementary resources and activities:

(1) Math for the Worker - chapter on service stations. *
(2) Credit card applications.
(3) Service charge sheet.
(4) Field trip to station.

IV. Student reaction: (Circle one) [✓ Excellent] Good Fair Poor
Comment: ____

V. Teacher evaluation: (Circle one) [✓ Excellent] Good Fair Poor
Comment: ____

Note: Please attach any test data on student outcomes related to Career Education

* Work returned to students.

Instr. 69
Approved RAD
Date: 11/8/74

LEON DISTRICT SCHOOLS

CAREER EDUCATION IMPLEMENTATION/EVALUATION REPORT

School Cobb
Teacher Anderson
Grade 8th
Date October Report
Subject Area Social Studies

I. **CAREER EDUCATION ACTIVITIES**

A. FAIS Learning Sequence: A
Lessons: 3,4,5,7,9

B. Other Activities, Explorations, Units, etc: None

II. Check YES or NO for the questions below:

	YES	NO
1. Were activity/subject area correlations appropriate: Comments:	X	
2. Were adequate supplementary materials available? Comments:	X	
3. Did the FAIS lessons especially the Action and Reflection sections accomplish the intent of the lessons? (Applies only to Fais Program) Comments: Another Career Education Game could have been used.	X	

III. Supplementary resources and activities:

IV. Student reaction: (Circle one) [✓ Excellent] Good Fair Poor
Comment: Students enjoyed the unpressured action of the assignments as well as the humorous way presented.

V. Teacher evaluation: (Circle one) [✓ Excellent] Good Fair Poor
Comment:

Note: Please attach any test data on student outcomes related to Career Education

Instr. 69
Approved RAD
Date: 11/8/74

LEON DISTRICT SCHOOLS

CAREER EDUCATION IMPLEMENTATION/EVALUATION REPORT

School Cobb
Teacher R. Anderson
Grade 8th
Date 12/13/74
Subject Area Social Studies

I. CAREER EDUCATION ACTIVITIES

A. FAIS Learning Sequence: B
Lessons: 2,3,4,5,10,11, Test

B. Other Activities, Explorations, Units, etc:

II. Check YES or NO for the questions below:

	YES	NO
1. Were activity/subject area correlations appropriate: Comments:	X	
2. Were adequate supplementary materials available? Comments:	X	
3. Did the FAIS lessons especially the Action and Reflection sections accomplish the intent of the lessons? (Applies only to Fais Program) Comments:	X	

III. Supplementary resources and activities:

IV. Student reaction: (Circle one) [✓ Excellent] Good Fair Poor

Comment: Students enjoyed FAIS units - especially those with action and open ended discussion. They enjoyed things in games and/or small group form.

V. Teacher evaluation: (Circle one) [✓ Excellent] Good Fair Poor

Comment:

Note: Please attach any test data on student outcomes related to Career Education

CAREER EDUCATION-MONTHLY REPORT

GRADE LEVEL All

ACADEMIC AREA

CAREER ELEMENT

CAREER CLUSTER

TEACHER Beverly Guy O.S.

SCHOOL Cobb

DATE January 31, 1974

1. CONCEPT and/or OBJECTIVE:

To help the student explore the world of work.

11. DESCRIPTION OF ACTIVITY:

1. Field trip to Publix
2. Fims from Career Ed.
3. Supplied job applications for approx. 150 students for classroom use.
4. "What's My Line" classroom activity conducted.
5. Field trip to Tallahassee Democrat (2 trips for 2 days)
6. Aided teachers in preparing career ed. plans.
7. Contacted potential guest speakers for present and future presentations
8. Field trip to WGLF for group of girls.
9. Field trip to FAMU pharmacy for class of students.
10. Began setting up new career center and private office for students and teachers' use.

111. RESOURCES: (Human and/or Material)

Community resources (field trips and guest speakers)
Career Education films
Career Education materials
Occupational specialist (myself)

1V. EVALUATION: (Circle one) EXCELLENT [✓ GOOD] FAIR POOR

COMMENTS: Good Month

CAREER UNIT OUTLINE

DEPARTMENT Mathematics GRADE 10-12

COURSE Mathematics III TEACHER Florence Robinson

SCHOOL OBJECTIVES

No. 2 To provide opportunities for students to explore occupational clusters and develop occupational/academic skills needed for entry level employment, advanced occupational training or higher level education relative to their career choice.

STUDENT OBJECTIVES

No. 4 Explore occupational cluster areas, noting key occupations and the educational requirements, economic implications, required skills and job opportunities related to occupations.

No. 7 Identify the relationship between academic training (general background and basic skills courses) and career opportunities/ preparation.

ACTIVITIES

Student will:

1. Be provided with a list of careers that require training in general math as well as algebra, geometry and trigonometry.
2. Participate in class discussions of the use of mathematics on after school and part-time jobs.
3. Have opportunity to hear guest lecturers in various occupations explain math, as it relates to his field of work. (Hopefully through-out the school year).

RESOURCES

Pamphlet-"Careers in Mathematics"(provided by the National Council of Teachers of Mathematics)

Speakers: Insurance Manager, Car Sales Manager, Finance Clerk, Occupational Specialist and others

EXPECTED OTUCOMES

1. Have a deeper understanding of mathematics in order to participate intelligently in the activities of our society.
2. Be encouraged to continue to study mathematics which may open doors for a career in mathematics or other fields that depend directly or indirectly on math education.

CAREER UNIT OUTLINE

DEPARTMENT Home Economics GRADE 9-12

COURSE Diversified Occupations TEACHER Kittrell

SCHOOL OBJECTIVES

No. 1 To provide opportunities for students to develop self-awareness by identifying their major abilities, values, interests, achievements and relate these to a tentative career choice.

No. 2 To provide opportunities for students to explore occupational clusters and develop occupational/academic skills needed for entry level employment, advanced occupational training or higher level education relative to their career choice.

No. 3 To provide opportunities for students to develop employability skills necessary to obtain and maintain employment.

STUDENT OBJECTIVES

No. 1 Demonstrate self-awareness by identifying his major abilities, interests, values and achievements.

No. 4 Explore occupational cluster areas, noting key occupations and the educational requirements, economic implications, required skills and job opportunities related to occupations.

No. 6 Develop specific employability skills needed to obtain and maintain employment.

ACTIVITIES

1. Student will explore occupational cluster areas through films, filmstrips, reports and speakers.
2. Student will become aware of personality traits suitable for successful employment through pamphlets, resource people and discussion.
3. Student will gain experience in filling out acceptable forms necessary for employment such as social security and application forms.
4. Student will role play experiences such as: interviews, answering telephones and complaining customers.
5. Student will become aware of the meaning of values, goals, and individual interest and abilities.

RESOURCES

1. Films from County Media Center: Wanting a Job, Is a Career as a Technician for You?, Is a Career in Government for You?, Is a Career in Service Industry for You?, Is a Career in Health Services for You?, Careers in the Building Trade, Applying for a Job, Is a Sales Career for You?, Improving Your Posture, Finding the Right One, Working Together, Johnny Learns His Manners, Diary of Connie McGregor, Almost a Mircle

2. Filmstip-"Career Development"--Penney
   "Preparing for an Interview"
3. Social Security Material from Social Security Office
4. Money Management Series: Changing Times
5. Career Boxes #3, #4-County Media
6. Turner Career Guidance Series, Follet Educational Corp.

STUDENT OUTCOMES

1. The student will be able to fill out forms necessary fo
   employment.

2. The student will be aware of occupational cluster areas
   noting key occupations and the educational requirements
   economic implications, required skills and job opportun

3. The student will be aware of the forces affecting caree
   choices he will make.

APPENDIX H

PUBLICITY ACTIVITIES

Teachers to Attend Careers Workshop

More than 100 Leon County school teachers and residents are scheduled to attend a 10 day workshop in the orientation and planning for career education development.

The workshop will be held at Timberlane Elementary School, Aug. 8 - 21, beginning at 8 a.m. daily.

The school system developed the project to implement, evaluate and disseminate a career education program to increase students' self awareness and develop attitudes about career decision - making skills.

Leon School Board OKs Career Education Concept

The Leon County School Board issued its stamp of approval for a career education program for grades K - 14 this fall at an orientation and planning workshop today.

The workshop, which is being held at Timberlane Elementary School through Aug. 21, is designed to prepare educators for this new career education development program.

The program will use both the FAIS (Fusion of Applied and Intellectual Skills) and the LOOM (Learner Oriented Occupational Materials) projects.

Schools designated as target schools for the duration of the project, which is 18 months, include the following:

Concord, Sullivan, Timberlane, Rudiger, Sealey, Raa and Cobb Middle Schools, Leon High, Lively Area Vocational and Technical School and Tallahassee Community College.

The educators were told that career education is not vocational education or a replacement for that program by Dr. Virginia Bert, educational specialist with the Bureau of Vocational Research and Evaluation.

Dr. Ned Lovell Leon School superintendent, said he feels the entire career education movement is tremendous and will be especially good in addressing the relevancy of courses.

Mon., Aug. 13, 1973

Wed., Aug. 15, 1973

Career Development Program Discussed

The roles and responsibilities of each educational level in Tallahassee were explained to educators attending the Career Development workshop at Timberlane Elementary School Tuesday.

Dr. Nancy Standley, director of Career Development at Florida A&M University told the group "to dismiss the notion that career education is for students who are not planning to attend college."

Explaining other agency roles were Howard Crews, dean of instruction at Tallahassee Community College; Aquilina Howell, director of secondary education for Leon schools; William Miller, director of vocational guidance at Lively Area; Dr. Virginia Bert, education consultant with the Bureau of Vocational Research and Evaluation and a representative from Florida State University, Robert Karn.

When the career education program is implemented into the school system these schools and institutions will serve as "feeder" schools for career students, according to Koleen Haire, vocational curriculum specialist with the project.

Students would be counseled on their career choices in grades K - 12, then they would be able to attend an institution of higher learning to reinforce that choice.

The workshop is part of a series of sessions which will be held through Aug. 21 at Timberlane.

Article appearing in November issue of "UPDATE", Career Education Center, Curriculum Laboratory, Florida State University

Leon county

The Leon School District Career Education Workshop sponsored a two weeks "Orientation and Planning Workshop," August 8 - August 21 for teachers, curriculum coordinators, guidance counselors and occupational specialists from the ten participating schools. Approximately 100 persons from the district attended. Several of the surrounding school districts also sent representatives.

The theme of the workshop was "Orientation and Planning for Career Education." During the morning sessions, participants had the opportunity to hear outstanding leaders in Career Education from around the state. Afternoons were devoted to working on individual organizational planning and implementation strategies.

The workshop was organized into three phases with a different emphasis for each.

During the first three days Dr. James Edmundson and members of his staff from the Career Education Curriculum Laboratory introduced the workshop participants to the "Basic Concepts of Career Education" and the "Fusion of Career Education into the Existing Program."

The main thrust of the workshop was during the week of August 13-17. Objectives for this week included, "Orientation of workshop participants to the Career Education movement" and "identification of the roles and responsibilities of each educational level to the Leon District Career Education Project." During this week the legislation related to career education was presented by Rep. Carroll Webb, Florida House of Representatives; Dr. Virginia Bert, Consultant, Bureau of Research and Evaluation discussed the responsibility of the Florida Department of Education and Mrs. Barbara Todd presented the position of the Leon School Board. Representatives from FAMU, FSU, TCC and Lively Area Vocational School discussed their respective roles in Leon School District.

Parents, students and business and professional people were invited to attend the workshop and assist in identifying modes of organization and delegation of responsibilities for community involvement in Career Education.

The second week also included presentations from the other Career Education Pilot programs in Florida. These included Dr. James Smith, Director, Broward County Project; Mrs. Myrtle Hunt, Director, Pinellas County Project; Mr. Bill Ripley, Orange County and Bob Ploeg, Brevard County Career Education Project.

During the last two days of the workshop Mr. James Davis, Consultant, Work Experience Program, Florida Department of Education, assisted the participants in identifying procedures for implementing employability skills in the existing programs. Dr. Jack Gant, Board of Regents, conducted a three-hour session on interpersonal relations.

Outcomes of the afternoon group sessions included the development of the definition, philosophy, goals, and objectives for the project. In addition tentative plans were made for implementation of Career Education in each component and within each educational level. Needs for in-service training, resource materials and assistance from project staff were also identified.

The evaluation of the workshop was very positive toward the presentations, group activities, organization, and direction received for planning. Two-thirds of the participants indicated they were prepared to implement some of the Career Education concepts in September. Well informed consultants who shared workable ideas and problems of other projects were the top strength cited.

Appeared in "Volunteer Voices", Leon School Volunteers, December 1973

SEALEY SCHOOLS SUCCESSES

With enrichment and career education as its goals, Sealey School is offering its fifth graders a wide variety of mini-courses. All courses are taught by Leon School Volunteers including lawyer, Jack Buchanan, who is naturally teaching the law, and school principal, Winston Farrell, who is teaching car engines. Field trips are used extensively to bring the students into the world of work. Mary Doug Buchanan, a member of the LSV Steering Committee and Sealey parent, is the volunteer coordinator of the program, which recently was visited with enthusiasm by our own School Board member Billy Ketchum.

Workaday World Intrigues Sealey Fifth Graders

Democrat Photo by Ray Stanyard

Instructor Gus K. Annwischer Discusses Computer

. . . fascinated fifth graders enjoy weekly course

By ALICE DUPONT
Democrat Staff Writer

The world of work might be more fascinating for kids than it is for some grown - ups.

Sealey School fifth graders are finding out first hand that work is nothing like it is portrayed on television.

They are learning that the average policeman is rarely like Adam - 12, the average lawyer is not a Perry Mason and the average doctor is seldom the Marcus Welby type.

Sealey is a career education pilot school. The purpose of the program is to enrich the education of the students and to inform them of the career opportunities open to them.

The program started Oct. 28 and will last six weeks. On Friday afternoons 158 fifth graders attend mini - courses in law, photography, motor engines, weaving, newspaper and drama among other subjects.

Mrs. John D. Buchanan, volunteer coordinator of the program says, "the children love it."

One group of boys (all of the children are 9 and 10 years old) attend a computer science class at Lively Vocational Technical School. The class is taught by Gus K. Annwischer, a regular instructor, and the students work with actual computers.

"The children are already learning binary mathematics in their classes and they are grasping the idea of computer science very quickly," says Annwischer.

A retired computer operator, Annwischer is pleased with the program because, "many children go through twelve or more years of formal education thinking work is easy, or the only good job is a white collar job, they are not aware of what Daddy does when he walks out every morning with a briefcase in his hand," he says.

The students were given three choices and all got one of the three preferred choices in the program.

Mrs. Buchanan hopes the program will have three sessions and students will have an opportunity to experience all three of their choices this school year. Another session begins in January.

On the distaff side, Sealey School girls in fifth grade have started the first football team for girls in Tallahassee.

The male students were not allowed to choose sports but many girls chose sports because "the boys have so much fun at it they wanted to try it," says Mrs. Buchanan.

Mini - course teachers include volunteers from all over the community as well as faculty members.

Nine - year - old Lisa Harbolt is playing flag football as her chosen career and so are many of her classmates. Her father, Dan Harbolt, says he "couldn't be happier, because my daughter initiated the idea."

He's also happy because she's finding out what it's like to work.

A Little Communication Works Like Real Magic

[illegible]ON

"[illegible] tell [illegible] what we're doing today?"

Several enthusiastic hands shoot up from the circle of boys and girls seated on the floor, and maybe one or two, in a minor infraction of the rules, blurts out "Magic Circle!"

But the leader recognizes one of the volunteers, and after acknowledging the answer with an "O.K." or "Thank you," "Who can tell me a Magic Circle rule?"

Again there's a flurry of hand waving.

* * *

"NO TALKING when somebody else is talking."

"That's right, no lauging or making fun of anybody."

"And you don't have to talk if you don't want to."

The Magic Circle is just one part of a new elementary guidance program being tried this year at seven Leon County elementary schools as part of the Career Education Project. And in spite of the program's newness, it has already become popular with teachers, students and parents.

In the Magic Circle participants are asked if they would like to share with the group an experience which, for example, made them feel good, or a time they felt "left out." Responses might be "the time I got a good grade on my homework made me feel good.

THE COUNSELOR always acknowledges the student's answer, but never criticizes it. She might ask a further question to clarify the meaning, but never implies that there is something negative about what makes the child feel good.

Her next question to the group is likely to be "Now who can tell us what Cathy said that made her feel good."

Usually there is at least one volunteer to reflect what the first child said.

The result, according to Pat Schwallie, elementary counselor at Kate Sullivan School, is that children's listening skills are improved, they develop a larger "feeling word" vocabulary, and become better social interacters.

One third grade teacher added that she could see where the program had improved the self - image of some of her students, which should result in their becoming better learners.

A teacher at Sealey Elementary School, Eva Manning, said the counseling program is "bridging the gap between parental conversation and what children have to say.

"But children do have something to say, and it's important for them to feel that what they have to say is important enough for someone to listen to," she said.

In the Magic Circle and other counseling period activities, children have an opportunity to share their feelings with other without fear of being ridiculed by other children or being told they are wrong by a teacher, parent or other authority figure.

* * *

MRS. MANNING said students in her class seem to be more relaxed as a result of the counseling program, and some students who might otherwise have been characterized as "non-verbal" are coming forward and volunteering to speak in class.

"It 's something we should have had a long time ago," she said.

In contrast to the traditional idea that counseling is only for students who are having trouble in school, the elementary guidance program is for all students. Regular guidance periods are scheduled much like the cultural enrichment classes in music and art, except the guidance groups are smaller, usually fewer numbering than ten.

Besides the Magic Circle, counselors hold "R & R" groups for students who are recommended by their teacher. R & R stands for "reward and reinforcement," and teachers use it to encourage positive types of behavior. For example, if Johnny, who is consistently late handing in assignments, does especially well one week and completes all his assignments on time, his teacher might write a note recommending him to R & R:

"Johnny is in R & R today because he did so well on his written assignments this week."

Since most of the children enjoy the counseling period, Johnny is anxious to continue the behavior that won him a visit to R & R.

* * *

THESE R & R notes are almost guaranteed to generate a "warm fuzzy" or two, which is guidance counselor talk for the feeling you get when you know you've done something good or somebody says something nice to you. (That's in contrast to a "cold prickly," which presumably needs no explanation.)

Two other counselor activities are The Happiness Game and The Personality Game.

In The Happiness Game students rank the six keys to happiness — love, friendship, money, health, faith, and knowledge — in the order of their own values. Then they talk about why they put the six keys in the order they did.

* * *

THE PERSONALITY GAME uses cards printed with characteristics such as friendly, creative, happy, good looking, dependable, etc., which the students exchange and discuss, telling why they picked a particular card.

The object, said Mrs. Schwallie, is to make children more aware of themselves and others, their values and feelings. The knowledge that other human beings share of some of the same values as oneself is one of the most important lessons a child can learn, she said.

"It's important for children, and people in general, to be able to express their feelings, and not let your feelings eat you up," said Counselor Mechele Steflik.

Career education on the elementary level stresses value clarification and self - awareness. The guidance program is directed to teaching

Democrat photos by Earl Warren

Elementary Guidance Counselors Conduct a 'Magic Circle'

. . . uninhibited Sealy first graders share experiences with group

[illegible] staff is chil- [illegible] tongue.

The counselor can identify youngsters who might have a specific learning disability that the classroom teacher may have missed, Mrs. Schwallie said, but it is not the counselor's job to try to correct such a problem. In these cases the counselor acts as a liaison between the child, parents and the appropriate agency which could properly handle problems of a more serious nature.

In most cases, however, a child's apparent learning difficulty is identified by a counselor as nothing more traumatic than a vision problem, which is then easily corrected.

But elementary guidance is primarily concerned with preventing problems before they start, Mrs. Schwallie said, by making children more communicative and reinforcing positive behavior. At Kate Sullivan the idea of positive reinforcement has been extended to include the faculty, from whom counselors select a weekly winner of the Warm Fuzzy Award.

Teachers at Kate Sullivan also have "secret pals," which are fond of leaving anonymous notes in each other's mailboxes, expressing thanks or appreciation for small kindnesses and favors. Secret pals have helped to bring about a closer staff relationship at Sealy, Mrs. Schwallie said. "and when you get teachers feeling better about themselves, ultimately it's got to have an effect on the kids."

"Kids are happier and learn better in a classroom with a happy teacher."

There may be something to it.

After one Magic Circle session, a counselor reported a group of second graders leaving "all smiles and warm fuzzies."

One of the kids looked up at her and whispered, "I know why. It's magic."

Thoughtful Barry Dixon

. . . do you believe in magic

Terrie Lee Crowe

. . . all warm 'fuzzies'

'Hello Out There'

Timberlane Elementary School kindergarteners try a Florida National Guard ratio microphone on for size, with the help of Lt. Col. Gus Bonzolez. The guard's presentation to four kindergarten classes today was part of a career education unit, and included jeeps, an army truck, pup tent and riot control gear, and hot chocolate prepared on the guardsmen's field kitchen equipment. Representatives of the Army, Air Force and Marines have also visited the classes as part of the career awareness project.

Wednesday, March 13, 1974

Career Day At Leon High Is March 19

March 19 is "Career Day" at Leon High School, when representatives of more than 70 different career occupations from the Tallahassee Community, from accountants to veterinarians, will speak to 11th and 12th grade students about their jobs.

Career Day begins with an assembly program, with guest speakers Dr. Miley Miers, former State legislator, discussing "Characteristics Needed for Every Career," and state Rep. Caroll Webb, speaking on "Public Service As A Career."

Following the assembly students will attend small group sessions with practicing members of the profession of their choice. There will be two small group sessions, to give students an opportunity to meet with more than one career representative.

Leon Career Day Called a Success

Career Day at Leon High School Tuesday was a great success, according to Bertie Nichols, Leon High guidance counselor and coordinator of the event.

More than 100 community resource persons spoke to juniors and seniors on "what it's really like" to be an architect, truck driver, doctor, lawyer, interior decorator, etc., Mrs. Nichols said.

Visiting the classrooms where the different careers were being discussed, Mrs. Nichols said she found students to be so attentive "you could hear a pin drop."

This is the first time in recent years that Career Day was held at Leon. For the past several years students from all three county high schools have taken part in career presentations at the fairgrounds.

Preparing Youth for Work Gains Widespread Support

By DAVID COOK
Democrat Associate Editor

Career education — which redirects the focus for schooling — has come a long way since it was proposed in 1971 by former U.S. Education Commissioner Sidney Marland Jr. It still has a long way to go.

The concept of training young people for a life of work brings the nation's educational system to grips with reality, and because of that, it is gaining support.

COOK
. . . The View
From Here

A great deal of federal and state money has gone into pilot programs. We have them all over Florida — in Orange, Pinellas, Brevard and Broward counties, and at Florida State University. Most of these programs seek the best methods for converting to a career-oriented educational system.

The idea has captured the imaginations of top people in Florida education. There have been widespread endorsements, from State Education Commissioner Floyd Christian on down the ladder. Even the teachers have given enthusiastic support and many are actively involved in adapting teaching methods to career education concepts.

More importantly, perhaps, the Florida Legislature has given its endorsement through financial support. Business people outside the sphere of education applaud what is happening.

* * *

CAREER EDUCATION doesn't call for any really radical changes. There would be changes in teaching methods, course material and counseling, to some extent, but the basics of education would remain much the same.

The big change, for both parents and students, may be the return to the old idea that purposeful work fulfills many of man's basic needs in life.

Children once again would be taught that working provides security, opportunity for human interaction, a feeling of achievement and personal worth as well as an opportunity for human interaction.

Marland contends career education can provide a firm sense of purpose and built-in motivation throughout a person's life. It is a concept that should please most critics of American education.

Of course, we have had vocational education for a number of years. That is supposed to train young people for work, and it does. Career education embraces vocational education but goes much farther to include all students.

Once career education is implemented in all the schools, no child will be going to school in a vacuum. He will be directed toward a goal of meaningful work.

THE WORK may not be specific. That is, Marland didn't have in mind training elementary school children to be doctors or teachers or candy-makers. But he would orient them toward the world of work in general.

He begins with the proposition that experts have identified some 20,000 different kinds of jobs. These might be broken down into general clusters like business and office occupations, marketing and distribution occupations, communications media, fine arts and humanities.

During the first six years of schooling, a youngster would be made familiar with these various clusters of occupations and what is involved in entering them. He probably wouldn't select a job cluster to explore in depth until high school.

Only in grades 11 and 12 would a youngster pursue a selected job area more intensely to acquire skills that would enable him to take a job upon leaving high school. If he goes on to college, okay, but otherwise, he is ready for work.

Marland proposes refocusing basic subject areas like math, science, language and social studies in such a way that these classes are presented in terms of a student's career interests.

Students no longer would be learning for learning's sake or because somebody ordered them to but because the subjects they were studying would bear directly and specifically on their planned careers.

* * *

WHAT THE SHIFT toward career education has meant is that the teacher training institutions must change their thinking and realign their programs.

The College of Education at Florida State University has moved swiftly to cope with the problems and challenges. There is a Center for Career Education with Dr. Robert Lathrop as director. And there is a Career Education Curriculum Laboratory with Dr. James C. Edmundson as coordinator.

Two years ago there were no university programs to train teachers to work in career education settings. There were no curriculum materials in career education — and no education specialists to design them. But under the direction of Dean Fordyce of the College of Education, that has changed.

Dean Fordyce says the Center for Career Education was established when it became clear the concept cut across prior disciplinary lines and levels of organization.

Career education did not fall within the exclusive province of any subject area or level of education. It required participation of all fields and levels.

As currently organized, the Center stands ready to serve school districts throughout the state. It is now possible for someone in Alachua County, for instance, to contact the Center for assistance in several areas.

These include planning and administration, setting up a curriculum, staff training and retraining, research and evaluation.

* * *

THE CENTER also has the job of selling career education. That isn't such a difficult task, however, because of the acceptance the new concept is having throughout the state.

Dr. Fordyce does see some problem in getting across to the public what career education actually is. He says false impressions are prevalent and must be dispelled.

He has some questions, too, about the direction career education is going to take in Florida and elsewhere. He wonders what will happen when the seed money for pilot programs disappears. What will happen when career education starts affecting the traditional school courses, he asks.

Obviously there will be controversy. There will be difficulties encountered in working out the kind of cooperation needed between the teacher training institutions, the local schools, the business community and the parents.

Actually, the parents haven't heard much about career education yet. They may like the idea as expressed by Marland and others. But it is not difficult to foresee what the reaction will be when a specific parent's child is involved. There may be fireworks if Junior decides in the ninth grade that he doesn't want to be a doctor but instead wants to train to be a television technician.

Career education may be going through its easiest phase right now. The really rough days may lie ahead, as Dr. Fordyce suggests, when career education becomes a part of the reading, writing and arithmetic courses.

'Science Is Fun: Here Are the Materials'

Cecil Lett Looks Closely at Battery

. . . "doing rather than reading science"

Sue Ann Harley Learns About Light

. . . scientific discoveries are fun

By CINDY MILLER

Democrat Staff Writer

Three little girls are arguing over how a battery works. Two boys are watching spinning objects. And another student is trying to estimate how many peas are in a container.

It's the "Science Is Fun" mini - course at Timberlane Elementary. The student makes the decision about what he or she will do and how long to spend on it.

Dr. Lehman Barnes is the resource person, notice, not teacher. "I don't say, "This is what I want you to do. I just say here are the materials."

"SCIENCE IS FUN" is one of 24 mini - courses of the Timberlane Enrichment Program. Once a week, the 300 fourth and fifth grade students decide which of 24 subjects they want to learn about, and go to the course for an hour block of time.

Chaos is the prime ingredient of the science course. With few instructions, Dr. Barnes says, "Here are the materials."

The students make the decisions, and they do learn. They are "doing science rather than reading science."

"When they depend on themselves, it makes more sense to them than when they're taught it," says Barnes.

MAGNETS, BATTERIES, WEIGHTS, spinning things and gadgets are the enticing science materials scattered around.

"There's a built - in stereotype of fourth graders, that they can only do things for a short time. However, we noticed last week that each student stayed the whole block of time with the same project he or she began with," says Barnes.

"If we see the student is at a stalemate, then we give him a question to work with.

"We're against following a prescribed recipe or ABC. The children make observations. One student announces he guessed the number of styrofoam particles in a jar, within 10.

He figured it out by using the cups that were placed beside the jars. No one told him how he could use them. He discovered.

Other courses of the April - May Timberlane Enrichment program include "The Dirty Hands" garden group, "Handy Man Dan" tool workshop, "The Lawmakers," and "Bikes and Motorbikes."

There are classes on first aid, horses, scouting, weaving, pet care, physical fitness, cooking, art, sewing, and fashion. The "Through The Boob Tube" group learned about the workings of the television from a man who knows, a Sears repairman.

MRS. FRANCES MILLETT is head of the Timberlane Enrichment program. She and other volunteers meet with classroom teachers to discuss ideas for the classes.

James Gilchrist, principal at Timberlane, says, "When I have a leader like Mrs. Millett, I don't worry."

They need more volunteers. Mrs. Millett says the only pre - requisite "is that you're breathing."

Timberlane's enrichment program is part of the career education programs sponsored throughout Leon County. Nine schools are participating. Concord, Sealey, Sullivan, Ruediger are the other elementary schools involved. Raa and Cobb Middle Schools, Leon High School and Lively Vocational School are also offering some form of career education.

Mrs. Jo Glick, director of the Leon School Volunteers, says the career education programs "open the schools to the community." There are 250 regular volunteers in the county. Most are parents, but others are from Florida State University and Florida A & M University and area high schools.

THE VERY CAPABLE and the disadvantaged can both profit from the programs. "With disadvantaged children, we need to give them as many experiences as we can. We take them out to the community."

"Also, for those who are so capable and bored, we need the four walls of the classroom opened."

Leon School Volunteers began around the time of integration, about 1970. The Tallahassee Jr. League and county staff made plans to involve parents.

"Parents ought to have more input on what their children are doing," says Mrs. Glick.

Many places are trying these alternative experiences, and Mrs. Glick says Tallahasseans are fortunate to have such tremendous resource people from the universities and state offices.

And the students? "They really like them," said Mrs. Glick.

Jeff Parker of Timberlane Watches Spinning Pyramid

. . . he learns different weights cause different spinnings

School Districts Must Provide Placement Service for Students

By **FRED JOHNSON**
Democrat Staff Writer

Traditionally when young people left school they were more or less on their own.

Guidance counselors sometimes tried to help the college - bound pick out a school but generally it was up to the individual, with whatever help family and friends could provide, to find a job or enroll in advanced education or training

That's the way it was, but not the way things are now

Under a new law passed by the Florida Legislature, every school district in the state must provide placement services to all high school graduates and "early school leavers" (the latest term for "dropout"

The purpose of the law is two fold: first, to insure that every student leaving the public school system will be placed in a job or further education, and second, to follow up each placement to assess the degree of success the student experiences

The follow - up is to see how well the school system is doing its job. If graduates are unable to compete in "the world of work," educators will know their schools' curricula needs to be changed.

Basically the intent of the placement and follow - up "is to help students make the transition from the school environment to the world of work," explained George Williams, director of Leon County's placement and follow - up program

Here the district is making use of middle and high school guidance counselors, plus an additional occupational specialist at each high school and Lively Area Vo-Tech, to carry out the program, Williams said

And although the project only began last July already it's met with considerable success, he said: 280 students have been placed either in full - time jobs, or part - time jobs and training situations

* * *

At his office in the Career Education Center on Miccosukee Road, Williams and Cliff Corley, a career placement counselor, receive regularly updated listings of job openings from the state employment service.

The job listings are used to match up prospective employes with jobs for which they have a realistic chance of being hired, Williams explained.

They also maintain a liaison with the Tallahassee Area Chamber of Commerce and a special advisory committee of local business and professional people to keep abreast of the community's employment needs.

On the middle school level, guidance counselors are primarily concerned with identifying potential dropouts and channeling them into programs that will hold their interest, Williams said.

It's at the high school level that most of the placement work is done.

"The occupational specialists are the ones that really carry the load here," Williams said. "They interview the students and try to determine where their interests and abilities are."

Adults in vocational and adult education classes can take advantage of the placement service too, he said, but he emphasized that no one has to

"If the student indicates he's not interested in being placed, the occupational specialist will say, 'All right, I'll check back with you in three months.'

Citing the successful placement of one "early school leaver," Williams said:

"This kid was bright as he could be. When I found out he was a dropout — er, 'early leaver' — I couldn't believe it.

* * *

"But for some reason the program at Leon High wasn't reaching him. Mechanics seemed to be his bag, so he was placed in the small engines and automotive mechanics program at Lively.

"After a few months he passed his GED (high school equivalency) exam, and now he's going into the Air Force, where he'll continue his training."

The first phase of the district's follow - up study is just now beginning.

Williams said that by Oct. 1, confidential questionnaires will have been mailed to persons who have successfully completed adult education courses.

It will be this spring, when some 1,500 students will graduate from the district's high schools, that the work of Williams and his staff will really begin.

The program is funded this year by state and federal money. Only a fraction of the total $125,000 cost — part of the salary of one secretary, plus office space and utilities — is contained in the 1974-75 school budget.

Leon County and CAREER EDUCATION

It's Working!

by Cliff Corley and Kieki Cunningham

The unique feature of the Leon District Career Education Project is that is has evolved as a total program designed to reach all students in all subject areas and grade levels, K-14. In accordance with the project proposal - the last of five federally funded in Florida - six professional staff members were charged with the responsibility of planning, developing, implementing, monitoring and evaluating a program incorporating models and materials developed by the other state projects initiated prior to this project. The staff includes the project director, academic curriculum specialist, vocational curriculum specialist, guidance and evaluation coordinator, vocational placement counselor, and placement and follow-up director.

The project was initiated July 1973, and the period July 1973-July 1974 was devoted to planning the project and piloting a variety of strategies and materials.

The main objective for this school year was to begin implementation of the program designed in September in ten pilot schools - five elementary schools, two middle schools, one high school, the area vocational-technical school and the community college. Concurrently, the program design will be monitored, evaluated and refined.

Since the federally funded phase of the project will terminate in December 1974, the project will continue through June 1975, and thereafter, on funds allocated by the state legislature. The long-range plans, at this time, are to expand the refined design resulting from this year's implementation to ten additional schools in 1975-1976, and to the remaining district schools in the year 1976-1977.

As stated in the project proposal, the program goals provided for:

a. Increased student self-awareness of personal abilities and skills in

. . . a primary need was to identify a school-wide scope and sequence . . .

the perspective of work values and job options.

b. Career exposure, motivation, orientation and meaningful exploratory experiences to assist students in formulating realistic occupational goals and to enable them to better relate to the need and purpose of general/academic studies.
c. Job preparation and retraining in a wide variety of occupational areas geared to current and projected manpower needs and job performance requirements.
d. Student placement in either a job or an advanced level occupational training or baccalaureate program.

In order to develop curriculum designs and implementation strategies, operational objectives - general and specific - were identified for each educational level. The framework selected for the design of the models and objectives consisted of the eight elements of career education as defined by the Comprehensive Career Education Models (CCEM) developed by Ohio State University.

Appropriate elements were selected for development at each educational level, and the models and objectives were developed accordingly.

As a result of the planning phase of the project, a well-defined, articulated K-12 curriculum/guidance design was developed and is now in the initial implementation stage in the pilot schools. The process and products are described below:

In keeping with the original program objectives, the elementary program emphasizes the elements of Career Awareness, Self-Awareness and Values Clarification. It was decided that the implementation strategy be one of fusing the elements into the existing curriculum. The core of the program selected was the FAIS (Fusion of Applied and Intellectual Skills) program, or, as it is commonly called, the "Valuing Approach to Career Education."

Several workshops were conducted for school personnel to review and select program objectives, implementation strategies and resource materials for the middle school programs. As a result the FAIS Program, Grades 6-8, was identified as the core for the middle school program since it emphasized those career education elements that met their program needs and the objectives and materials could be incorporated into their existing curriculum.

As the various facets of the program are implemented this year, they will be monitored, evaluated and refined before expansion to additional district schools.

For the high school program, innumerable orientation and planning work sessions were conducted for administrators, guidance personnel, department heads, small and large faculty groups and individuals. A summary of on-going activities revealed that many excellent activities were included in the existing curriculum, but that a primary need was to identify a school-wide scope and sequence and to assure that all students receive similar experiences.

Through a planning workshop, a tentative program model was developed. The eight elements of Career Education were accepted as essential to a sound program, with emphasis needed in the areas of Self-Awareness and Values Clarification. The elements were placed at specific grade levels in the model, since it was stated by many workshop participants that these elements needed to reach all students, particularly at certain stages in their learning experiences.

AREA VOCATIONAL-TECHNICAL SCHOOL PROGRAM

Direction for initiating the area vocational-technical school program in Career Education was established through an orientation meeting with the department head, and through conferences with the administration, small groups and individual teachers. The assistant director appointed a committee to determine objectives and begin designing a scope and sequence of activities. In addition, a workshop was conducted to develop a transportable Career Edu-

*Project personnel held innumerable meetings and workshops for elementary, middle, high school, vocational-technical school and community college administrators, curriculum coordinators, guidance personnel, occupational specialists, department heads and faculty members to plan the K-5, 6-8 9-12 and post-secondary programs.

*Program designs, objectives, activities and resources were identified at each educational level.

*Further meetings were held with personnel within and across educational levels to articulate the program and define a K-14 scope and sequence.

*Objectives, activities and materials were selected for use at each level to avoid repetition and duplication of effort and expenditures.

*All project school curriculum personnel were given a description of the total program to facilitate and assure articulation.

*Most required materials have been provided for total program implementation.

...we have been extremely fortunate in having the energetic support of the Leon School Volunteers.

YEA... HOO... LSVs
LSVS.. WOW
LSV'S ARE GREAT

cation model for integrating guidance, employability skills and the compensatory skills of mathematics and language arts with a vocational career program. The model was completed and is now being implemented in the area of Child Care. Plans are being made to move this model into other vocational programs.

During the 1973-74 school year, guidance services were expanded from one to five elementary schools. The Career Education project funded four full-time counselors and four full-time guidance interns on a paraprofessional level.

Counselors participated with teachers in all curriculum in-service programs in order to gain an understanding of the school program and develop a working relationship with teachers. Through the year, they continued to work closely with classroom teachers to plan a developmental program which was supportive of classroom activities.

The goals and objectives of the guidance program called for an expansion of guidance and small group activities to reach more students and provide a developmental rather than crisis-oriented Career Education program for all students.

To this end, the counselors wrote the 1974-75 program objectives with suggested activities for implementation, and the student outcomes and specific activities were completed in a summer workshop. This guide will provide a developmental program on interpersonal skills, values clarification, and career planning that will reach all students.

The placement and follow-up component picks up where the curriculum and guidance components leave off. At any exit point that an individual decides to leave the district school system, a continuing attempt is made to help that individual find her/his place in the sun. In other words, the goal of placement is to assist those individuals who are in school or out of school in finding appropriate employment or further education/training and to follow their progress in order to evaluate the effectiveness of the goals and objectives of the district schools in preparing them for the future.

COMMUNITY INVOLVEMENT

Following, in the truest sense, the adage "last but not least" special attention must be focused on the significance of community involvement and support to the success of a program of this nature.

The Leon District Project has been extremely fortunate in having the energetic support of a previously established service group, the Leon School Volunteers (LSV's). This organization of parents and other community representatives gives generously of its time, talents and energies to assist, supplement and enrich educational experiences of students, K-12 through serving and enlisting innumerable career consultants and providing assistance to teachers and students. Additional support by local organizations, agencies and institutions, including civic organizations, Career Education Advisory Committee members, ad hoc groups of the business-labor-industry-government and university personnel continue to effectively assist the Career Education movement.

Hopefully the combined efforts of all sectors concerned with the educational process will result in programs that will enhance the learning of basic skills, expand affective learning and emphasize the relevance of education to the career direction of all students.

It's Working!